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Research projects on higher education are listed in this inventory within the appropriate subsections of 8 main subject headings: students, faculty, administrators, structures, functions, governance, graduate and professional education, and higher education in the marketplace - supply and demand, money and manpower. The report supplements efforts by ERIC, the Science Information Exchange, and the United Kingdom's British Register of Research into Higher Education. It contains research completed in the 1966-1967 academic year, and current research that was cataloged between July 1967 and June 1968. The current research includes 90 projects underway in various parts of the world. Project listings include title of project, name of principal researcher, the responsible institution, chief source of funds, approximate beginning and terminal dates, and a brief summary of the research. To provide a longitudinal perspective for the inventory, a historical statement on the development of research on higher education in this century is being prepared. This statement will be published separately. The inventory is available at $2.75 per copy from the McGraw-Hill Book Company, 330 W. 42nd Street, New York, New York 10036. (WM)

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INVENTORY OF CURRENT RESEARCH ON HIGHER EDUCATION
1968

CARNEGIE COMMISSION ON HIGHER EDUCATION

Dale M. Heckman
Warren Bryan Martin

HE 000 761

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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"If educational research is to become a national resource . . ."

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Dale M. Heckman
Warren Bryan Martin

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PREFACE

It is fitting that one of the first publications of the Carnegie Commission on Higher Education is this Inventory of Current Research. In addition to its own research efforts, the Commission is relying in large part upon the important work that individuals, organizations, and government agencies are carrying out in the field of higher education. We are hopeful that this excellent compilation will also be useful to other researchers and educators.

The Commission wishes to express its appreciation and gratitude to the authors and their colleagues at the Center for Research and Development in Higher Education for developing this valuable aid to all those interested in the field of higher education.

Clark Kerr
Chairman, The Carnegie Commission
on the Future of Higher Education
December, 1968

FOREWORD

If educational research is to become a national resource, making research projects known to administrators, faculty, and other participants in the educational enterprise ranks in importance with the research itself.

To this end:

- The Educational Resources Information Center (ERIC), a division of the United States Office of Education, collects research reports in a wide variety of fields and for different kinds of education. ERIC also regularly publishes a current projects index for research funded under government contracts.
- The Science Information Exchange, which, like ERIC, is based in Washington, D.C., operates a data retrieval program for research currently underway in the natural and physical sciences, and in the social and behavioral sciences. The SIE data bank contains information on research that has been commissioned through federal contracts as well as data submitted voluntarily by many private agencies and research centers. SIE can provide reports on the inception of projects on higher education, and, if projects are renewed, SIE may also have information on the progress of such projects.
- In England, the Society for Research into Higher Education publishes on a regular basis the *Register of Research into Higher Education*. This publication gives a cumulative record of current projects in the United Kingdom. There are also compilations of research in other European countries, such as the *Register of Ongoing Research in the Social Sciences*, published by the Social Sciences Council of the Royal Netherlands Academy of Sciences, which include reports of higher education.
- The American Library Association's Clearinghouse of Library Research collects information on research projects underway in the field of their interest.

These several programs are representative of what is being done to make educational research known, to encourage its utilization, and to provide a basis for the coordination of research projects.

* * * *

Soon after the Carnegie Commission on the Future of Higher Education began its deliberations, in 1967, the Center for Research and Development in Higher Education, University of California, Berkeley, was authorized by the Commission to undertake an inventory of current research on higher education. This inventory was to supplement work being done by ERIC, SIE, and others, at a time when social malaise and rapid educational changes made the need for information, and for sources of information, crucial to everyone concerned for the future of higher education.

The inventory, additionally, would provide research contacts that might produce data for particular projects undertaken by the Carnegie Commission.

Informed about the work being done by other researchers, the Commission could avoid duplication of effort and relate more effectively to concurrent research projects.

The special advantage in the inventory, from the perspective of the Center, was the possibility that this compilation of research might lead to a better coordination between what was being done elsewhere with ongoing work at Berkeley.

The plan called for concentration on current research on higher education. By "current" was meant research for which no final report was yet available. "Research," for the purpose of the inventory, was described as careful or studious inquiry, usually employing the methodology of the behavioral sciences, yet including qualitative as well as quantitative consideration, developmental or demonstration models as well as empirical data. Research, development, and dissemination have been defined by one Center committee as follows:

> *Research at the Center for Research and Development in Higher Education, University of California, Berkeley, uses the methodologies of the behavioral sciences to investigate problems in higher education which may have significance for the content, forms, and goals of education. This involves the identification of fundamental educational issues and the design of suitable methods for guiding the research and development effort.*
>
> *Development at the Center applies research findings, where appropriate, to the end that these data may become nationwide resources. The precondition for such an accomplishment is research which has both theoretical integrity and practical relevance. The outcome of development may take the form of concepts, processes, or products, but, whatever the form, developmental conceptualizations should be informed by research and be themselves researchable. As development proceeds from research, so research benefits from development.*
>
> *Dissemination at the Center communicates the substance of research to appropriate audiences by the most effective media available. Thus, dissemination is informational, while research and development are formational. But the total process becomes transactional as research is disseminated through development programs to meet needs in the field and as recipients, in turn, pose problems that contain new research challenges.*

"Higher education" was defined as postsecondary education in institutional and noninstitutional forms, but with emphasis on junior colleges and four-year colleges and universities; undergraduate, graduate, and professional programs; and educational agencies, institutes and centers.

The need to put current research on higher education into a context that would provide both foreground and background prompted inventory personnel to add three features to the inventory: First, an attempt was made to probe research on higher education that had been carried out in the academic year preceding the year of the inventory. Subsequently, 135 research projects completed in 1966–67 were compiled and prepared for inclusion in this report. Those actually used appear under the appropriate categories and subsections.

Second, to provide the longitudinal perspective for the inventory, a historical statement on the development of research on higher education in this century is being prepared. It will be published separately.

Educational research in other nations was the third dimension of the inventory. While it was understood that it would be impossible in one year to do more than sample the work underway, it was thought important to supplement ERIC's coverage of research originating in this country and the *British Register of Research into Higher Education* for the United Kingdom with an exploratory investigation of research in many nations. Therefore, contact was made with 311 researchers in 60 countries, and the inventory contains 90 projects ongoing in various parts of the world.

Given the concentration on research for which no final report was yet available, and thus being limited to partial information, no attempt was made in the inventory to judge the quality of individual projects listed. Information often was unavailable concerning the adequacy of project designs, the usefulness of testing instruments employed, the way data were handled, or, these matters were not yet determined by the researchers at the time their projects were filed with the inventory.

During the year of the inventory (July 1967–June 1968), 921 projects of current research on higher education were cataloged. The total number of "principal researchers" listed was 1,020.

For the purposes of this report, projects have been grouped under eight subject categories, categories which conform roughly to the way current research projects tended to cluster. There are also subdivisions of most categories. Chapters I, II, and III feature research on students, faculty, and administrators. While most of the projects listed in these sections of the report are associational in emphasis, that is, they relate the person or group to social and organizational factors, the main emphasis of the research in these categories was understood by inventory personnel to be on personalities more than programs, or, to put it another way, the emphasis is on the affect of programs on personalities.

Information provided by researchers concerning the funding of their projects showed that 307 projects were funded wholly or in part by one or more of the federal agencies; financial support for 79 projects came from state sources; foundations were involved in financing 76 projects; the money for research in 323 cases came at least in part from institutional sources; 70 projects relied mainly on personal funding; 85 projects involved support from sources other than those listed above; and the financial backing for 46 projects was not made known on the inventory questionnaire. Multiple sources of funding, and sketchy reporting of information dealing with the financial arrangements for research, made difficult the accurate compilation of data on this matter. The preceding review, therefore, must be understood to be incomplete.

The nature of certain research projects made it difficult to locate them within a single category. The result has been that some projects from 1966–67, albeit few, have been listed more than once, while most projects were listed once only and, as far as could be determined, according to their central conceptual tendency.

The information in the description of individual research projects was normally provided by the principal researcher(s). However, in some cases information was compiled from alternative sources and without direct contact with the researcher. In a majority of instances the project summaries that are presented in this report have been checked by project participants. What is recorded here, therefore, may be regarded as representative of current research emphases but not comprehensive in scope, essentially accurate in content but not fully descriptive.

* * * *

The preparation and publication of the Inventory was greatly facilitated by the work of Lynn Horn, Secretary, and research assistants, Sandy Pemberton and Jack Fruchtman. For their dedication and skills we are grateful.

In addition to the advice of members of the advisory committee, whose names are listed elsewhere in the text, we received services and valuable counsel from Virginia Smith and Ron Wolk of the Carnegie Commission as well as from Clark Kerr, Chairman of the Commission, and Leland Medsker, Director of the Center.

Editorial assistance was given by Julie Pesonen.

Finally, we are indebted to the hundreds of researchers who supplied us with information on their projects and who expressed interest in the Inventory.

Dale M. Heckman
Warren Bryan Martin
October 12, 1968

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TOPICAL INDEX

Research projects included in the Inventory were described, as stated elsewhere, in one of eight main categories and under the most appropriate subsection of that category. The topical index which follows is an attempt to cross-reference research projects according to subjects of prevailing interest in the field of higher education. Thus, it is possible for a reader with a special area of concern, but without knowledge of specific research or researchers, to locate projects that may have relevance for his need. In many cases projects have been listed in this index under a theme that is not the primary emphasis of the study because the project provides information on that theme and thus may offer benefits ancillary to its central intention.

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  - External Relations/Public Relations
  - Facilities/Buildings & Grounds
  - Financial Officers
  - Presidents/Chancellors
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- Attrition-Persistence
- Benefactors, Bequests
- Campus, Plant Size, Location
- Career/Vocation
- Community College
- Compensation
- Consulting, Contract Research
- Coordination, Regional and State
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KEY TO RESEARCH PROJECT LISTINGS

NAME OF PRINCIP~~LE~~AL RESEARCHER(S)	• BEACH, LESLIE R.
TITLE OF PROJECT	*Identifying the Potentially Successful among Marginal College Entrants*
RESPONSIBLE INSTITUTION, AND ADDRESS	*Hope College, Holland, Michigan 49423;*
CHIEF SOURCE(S) OF FUNDS FOR THIS PROJECT	U.S. Office of Education & Institutional;
APPROXIMATE BEGINNING AND TERMINAL DATES OF PROJECT	November 1966—June 1968
BRIEF DESCRIPTION OF RESEARCH, INCLUDING WHERE POSSIBLE SOME INDICATION OF TYPE, METHOD, POPULATION OR SOURCE OF INFORMATION, OR INTENT.	An exploratory comparison of 21 "marginal" applicants to Hope College admitted in fall of 1967 upon successful completion of a summer program, using periodic flexible interviews, general admissions information, and two standardized questionnaires, toward: "1) identification of . . . good risk applicants . . ., 2) identification of non-intellective factors which will contribute to prediction . . ., 3) determination of amount and type of supervision . . . most beneficial . . . during first year."

Chapter I

STUDENTS

PRECOLLEGE—influences on student development—academic, social, and parental. Includes studies on admissions—standard criteria and nonintellective variables.

•CURRENT RESEARCH

• BEACH, LESLIE R.

Identifying the Potentially Successful among Marginal College Entrants

Hope College, Holland, Michigan 49423; U.S. Office of Education & Institutional; November 1966—June 1968

An exploratory comparison of 21 "marginal" applicants to Hope College admitted in fall of 1967 upon successful completion of a summer program, using periodic flexible interviews, general admissions information, and two standardized questionnaires, toward: "1) identification of . . . good risk applicants . . ., 2) identification of non-intellective factors which will contribute to prediction . . ., 3) determination of amount and type of supervision . . . most beneficial . . . during first year."

• BERDIE, RALPH F.

Pre-College Experiences

Student Life Studies, University of Minnesota, Minneapolis, Minnesota 55455; Institutional; 1966—.

A descriptive study, using Pre-college Experience Inventory administered to 8,000 freshmen (fall 1966) at the University of Minnesota, to compare the backgrounds of financially needy students and other students, and to develop an instrument for assessing precollege and college experiences. Eventual aim of study is to develop methods for determining the extent to which higher education is attracting students with restricted cultural experiences. (Related report explored the question, "Are Economically Needy University Freshmen Culturally Deprived?")

• BERGER, LESLIE

SEEK Program

City University of New York, New York, New York 10021; State of New York & City of New York; 1965—.

A developmental project, beginning with 2,000 disadvantaged youth as of January 1968, "to demonstrate the educability of unqualified ghetto youth for baccalaureate education . . . and demonstrate unsuitability of admission criteria used for disadvantaged youngsters." Includes development of methods for teaching and counseling disadvantaged students. Evaluation of new teaching methods is "actual college performance."

• CLEAR, CHARLES E.

Survey of High School Seniors (Virginia)

State Department of Education, Commonwealth of Virginia, Richmond, Virginia; State of Virginia & College Entrance Examination Board; March 1967—May 1968 (Phase II of IV).

A descriptive survey of all private and public high school seniors in Virginia, May 1967 (52,620) to "determine the reasons why high school seniors choose to attend college, the reasons why certain types of colleges (two-year or four-year, high academic standards, etc.) are selected, and the reasons why certain types of vocations are chosen by those high school seniors not choosing to attend an institution of higher education." Socioeconomic and academic backgrounds. "Phase I was essentially a frequency distribution of the collected data. Phase II involves a statistical analysis. Phase III will involve a random sample with additional data, and Phase IV will follow up the sample."

• COOLEY, W. W.

PROJECT TALENT Five Year Follow-Up Studies
U.S. Office of Education; July 1967—June 1968.

Continued collection of post high school data on the groups originally tested in 1960—that is, battery of psychological, educational, and environmental measures of 440,000 high school students in over 1,300 high schools. This project is the third of three followup studies, using a mailed questionnaire seeking information on: 1) the influence of college environment of student development, 2) job and career plans and influencing factors, 3) marriage and career for both male and female, 4) non-college education and training planned, 5) special problems of leisure time, and 6) nature and quality of career advice received.

• FOSTER, LUTHER H.

Special Academic Programs for the Disadvantaged

Tuskegee University, Tuskegee Institute, Alabama 36088; Rockefeller Foundation; July 1967—June 1968.

A project to develop a set of special programs for "high school graduates of promise whose preparation for college is weak," including 1) an eight-week summer session before admission as freshmen, 2) special attention and flexible programs with the help of tutors and teaching assistants for 50 entering students, 3) participation by 200 of the most promising freshman in an eight-week summer session following the freshman year, and 4) four small summer institutes—in music, drama, humanities, and social sciences at levels "designed to challenge the interests and abilities of top high school students" (Tuskegee Institute).

• HARRISON, FOREST I.

The Development of an Evaluation and Assessment Package for Compensatory Educational Programs for the Culturally Disdavantaged Adolescent

Claremont Graduate School, Claremont, California; U.S. Office of Education; October 1, 1967—March 31, 1969.

A project to develop a package of evaluation and assessment instruments that can be used "specifically for the evaluation of compensatory educational programs for the disadvantaged adolescent. The project is intended to provide evaluators with the means to determine the extent to which the objectives of their compensatory programs have been realized. The package would include: 1) a set of test objectives derived from a list of program objectives, 2) a set of evaluation and assessment instruments, 3) techniques for administering and scoring these instruments, and 4) a report of a study in which the instruments were used to evaluate a compensatory educational model. This report can serve as a detailed evaluation model for program evaluation to follow. A team will be formed of advanced graduate students in education, psychology, anthropology, and sociology . . ."

• HAVEN, ELIZABETH W.

Survey of Curricular Preparation of CEEB Achievement Test Candidates

College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027; College Entrance Examination Board; Completion date —Summer 1968.

"Through an extensive questionnaire survey, the academic preparation of candidates taking each of the College Entrance Examination Board achievement tests will be related to their test scores."

• HAVIGHURST, ROBERT J., LEVINE, DANIEL U., AND EDNA MITCHELL

Opportunities for Higher Education Related to Post High School Plans of Seniors (1967) in the Kansas City SNSA

Mid-Continent Regional Education Laboratory, and Center for the Study of Metropolitan Problems, Kansas City, Missouri; Mid-Continent Regional Education Laboratory & Center for the Study of Metropolitan Problems; Fall 1966—Fall 1968.

An exploratory effort to: 1) describe plans of graduating high school seniors, with their aspirations and choices of higher education institutions in the Kansas City Metropolitan Statistical area, and 2) provide profiles of the cooperating colleges in a radius of 150 miles, 3) provide improved guidance for the students with regard to the appropriate type of institution for their plans and provide institutional administrators a profile of their probable future enrollees. "Inadequate understanding and common misconceptions often reduce the efficiency with which a student takes advantage of opportunities for higher education. Identifying these weak areas in educational guidance is an objective of the study." Profile of each college will include: geographical origins of students, class standing in high school, program offerings, proportion of students going to graduate school, faculties' preparation, cost ratios, student-teacher ratios, etc. A followup study one year after high school graduation on a sample of the area students is planned.

• HEDLEY, CAROLYN, AND LYLE REYNOLDS

Study of "Upward Bound"

University of California, Santa Barbara, California 93106; U.S. Office of Education; 1967—1968.

An exploratory field study of how some 40 Mexican-American youth, who are not oriented toward college attendance "can be motivated" to pursue formal higher education. A developmental effort in the three counties surrounding Santa Barbara, using standardized tests of abilities and attitudes.

• HOLLAND, JOHN L.

Assessment of Student Potentials

American College Testing Program, Iowa City, Iowa; American College Testing Program; Completion date—1968.

A study "predicting academic and non-academic accomplishment during college career at four year colleges from the ACT battery, to examine a long range validity of the ACT battery against criteria of success in adult life, and to develop and test a theory of student potential and achievement." One of the eventual aims is "to find ways of determining a high school student's potentials for a broad range of achievements in college and in adult life."

• HOLLAND, J. L., AND L. A. BRASKAMP

Influence of College

American College Testing Program, Iowa City, Iowa; American College Testing Program; Completion date—1968.

Studies in progress include: "Who goes where to two-year colleges? What influences students to choose colleges with various characteristics? What is the effect of college upon student growth and achievement during the first year? What is the effect of two-year colleges upon student growth and achievement? What are the effects of an honors program at three liberal arts colleges?"

• HOME ECONOMICS DEPARTMENT

Characteristics of Selected Home Economics Freshmen

Agricultural Experiment Station, Kansas State University, Manhattan, Kansas 66502; Institutional; 1963—1968.

Freshmen of 1963 and 1964 were assessed through interviews and a battery of standardized tests as well as a mailed questionnaire, and then followed through their university careers in order to: "1) compare selected personal and family characteristics of home economics low-scholastic potential freshmen with those of home economics honors freshmen and 2) describe the situations of home economics low-scholastic potential freshmen after they earn a degree or drop out."

• HOOD, ALBERT B., AND EDWARD O. SWANSON

What Type of College for
What Type of Student?

Education Department, University of Iowa, Iowa City, Iowa 52240; U.S. Office of Education; 1962—1968.

A descriptive study of 15,000 Minnesota high school seniors (1961) who attended a Minnesota college (98% of Minnesota colleges polled) by means of questionnaire and high school achievement and Scholastic Aptitude Tests, "to determine the relationship of background and personality factor to college success in different types of colleges . . ."

• JAFFE, A. J., AND WALTER ADAMS

Projections of College Enrollments

Bureau of Applied Social Research, Columbia University, New York, New York 10027; U.S. Office of Education; Completion date—1968.

Analyses of the higher educational desires and college plans of "four race-sex groups of a (USOE) national sample of high school seniors . . . controlling for socioeconomic and academic characteristics of each group, and introducing in turn each of over forty independent variables presumably associated with post-high school desires and plans." Analyses of 1959 post-high school plans of high school seniors and their 1960 post-graduation behavior, with parallel data for 1965–1967 permitting short-term trend estimates. "Historical data from 1890 . . . permits comparisons between whites, non-whites and Negroes for shifts upward in the modal level of attainment."

• MADDOX, H.

Characteristics of Students Entering
Colleges of Advanced Education

Education Research Unit, Research School of Social Sciences, Australian National University, Canberra A.C.T. 2600, Australia; Commonwealth of Australia; 1967—1969.

• MAYHEW, LEWIS B.

Admissions and Probable Success of
Academically Marginal College Students

Stanford University, Stanford, California 94305; College Entrance Examination Board; Completion date—October 1968.

A study "to determine what the prevailing admissions practices are and to what extent efforts to admit marginal students have succeeded." Also asks: "What are the subtle ways in which colleges define their marginal applicants and how well can academic performance of such students be predicted?"

• MEEHAN, JAMES N. (Dissertation)

Influence of Social and Religious
Background on Intellectual Development

Department of Sociology, University of California, Berkeley, California 94720; Institutional; September 1965—September 1968.

Data taken from 7,000 College Student Questionnaires distributed by Educational Testing Service in 1961 to white males on 21 different campuses, Catholic, Jewish, Protestant and public, "1) to take a more detailed look at the influence of socioeconomic status and religion on the academic attitudes of college students, and 2) to develop better criteria than grade point average for selecting students."

• SCHEIBER, DONALD E.

Expectations and Experiences of Freshman Engineers

Department of Sociology, Purdue University, Lafayette, Indiana 47907; Institutional; December 1964—June 1968.

A uniform testing and comparison of 300 entering freshmen in engineering at Purdue University (1964) and one semester later in an attempt "to get at *change* that occurs so rapidly between matriculation and the end of the first year at college." Uses the Pace College Characteristic Analysis in conjunction with Scheiber's Pre-College Expectations Questionnaire and College Experiences Questionnaire.

• SCHOENFELDT, LYLE F.

National Data Bank for Behavioral, Social and Educational Research

American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302; U.S. Office of Education; 1960—1980.

"A large scale longitudinal study which selected a representative sample of U.S. high schools and administered a two day battery of tests and inventories to over 400,000 students in grades nine, ten, eleven and twelve . . . in Spring 1960 and included information on the abilities, interests, plans, activities and background of each student. Followup questionnaires have been or will be mailed to each participant at prescribed intervals for a 20-year period, thus providing a continuing record of each participant's activities." Includes also questionnaires from school officials, providing information on the school system, the individual school, and the community.

• SELIM, M., AND MANZOOR AHMED

Admissions System of the University of Dacca

Institute of Education and Research, University of Dacca, Dacca, East Pakistan; Institutional; January 1968—June 1968.

An investigation and evaluation of the procedures and criteria for admission to the University of Dacca, using interviews with 500 teaching and administrative personnel as well as documents of the university and questionnaires, toward making recommendations for improving the admissions system. Aim is to make higher education available more equitably and/or efficiently in East Pakistan and to "minimize high wastage."

• SHAPIRA, RINA N. AND MORDECHAI MIRON

Patterns of Recruitment, Selection, Advancement and Allocation of Israeli University Students

Department of Education, Tel-Aviv University, Tel-Aviv, Israel; Department of Health, Education and Welfare; 1955—1970.

A field sampling of approximately 1,200 students at Tel-Aviv University ultimately concerned with improving student selection and retention, as affected by students' sub-cultures. Formal aims: "To investigate the following areas: 1) the problem of student selection—a) an examination of present methods of student selection, b) evaluation of additional factors (intellective as well as non-intellective) likely to have an mipact on academic success, which in the future might serve as additional selection criteria; 2) the problem of attrition—a) causes of attrition, b) possible means for reducing attrition without a concomitant lowering of academic standards; 3) student subcultures—a) to ascertain whether student subcultures established by Clark and Trow, in the American colleges, are also prevalent among Israeli students, b) to establish the relationship between students' subculture and academic success."

• TILLERY, DALE

SCOPE—Study of Parents

Center for Research and Development in Higher Education, University of California, Berkeley, California 94720; College Entrance Examination Board; Completion date—June 1971.

A study regarding the ability and willingness of parents to finance the education of their children beyond high school. Data will be analyzed in relation to: 1) type of postsecondary outcome, 2) socioeconomic level of family, and 3) selective educational expectations of students and parents.

• TILLERY, DALE

Survey of High School to College Transition

Center for Research and Development in Higher Education, University of California, Berkeley, California 94720; U.S. Office of Education; Summer 1968.

A study of the factors and conditions "that determine which high school students go where to college and on the basis of antecedent characteristics whether they are likely to succeed . . . using previous data on high school seniors, Illinois, Massachusetts, and North Carolina (1967)" (N = 33,900).

• WALLACH, MICHAEL A., AND CLIFF W. WING, JR.

Identification of Talent and Student Selection

Department of Psychology, Duke University; Private Foundation; Fall 1966—Spring 1968.

A three-level analysis of admissions processes in colleges with reference to the individual cognitive differences and talented accomplishments not customarily taken into consideration by admissions procedures. Uses measures of associative thinking and descriptions of student accomplishments in addition to standard measures of intellective abilities from a student sample of 500. Level 1: study of current selection system for admissions decisions. Level 2: studies of individual cognitive differences beyond those traditionally defined by intellective measures. Level 3: various talented accomplishments of students in addition to their classroom achievements.

• WHITLA, DEAN K.

Study of Candidate Overlap Among Colleges (Phase II)

Harvard University, Cambridge, Massachusetts 02138; College Entrance Examination Board; Completion date—September 1968.

"This extension of Whitla's earlier project will allow the development of additional methods of analysis of candidate overlap as well as the inclusion of a large number of colleges not analyzed in the first phase . . ."

• WILSON, KENNETH M., AND MARSHA D. BROWN

Implications of Increased Selectivity in Admissions for Defining-Evaluating Appropriateness of Grading Standards

College Research Center, Poughkeepsie, New York; Institutional; 1966—.

Based on analysis of "student input" and first-year grades during six-year period at five colleges (women's)—1962-1967 . . . this research summarizes trends in re: average academic aptitude and average level of freshman grades received by same population. Some implications regarding appropriateness of grading standards are suggested.

• WOLINS, MARTIN

Child Care in Cross-Cultural Perspective

Social Welfare Department, University of California, Berkeley, California 94720; National Institute of Mental Health; 1964—1968.

An extensive comparison of approximately 1,000 children up to the age of 17 to 18 years in several countries "to determine the meaning and utility of non-familial child rearing . . ." by using psychological tests, questionnaires, and sociometric analysis. The children to be studied have been selected from institutions and boarding schools.

• YINGER, J. MILTON, IKEDA, KIYOSHI, LAYCOCK, FRANK, AND JOHN M. ANTES

Supportive Interventions for Higher Education among Students of Disadvantaged Backgrounds

Oberlin College, Oberlin, Ohio 44074; U.S. Office of Education; Summer 1964—1972.

Three panels of seventh and eighth graders in summers of 1964 to 1966 to be invited into "a six weeks residential program of curricular and co-curricular supports in English, science, social science and mathematics . . ." enrichment and stimulation for further academic work. The plan is to follow this . . . "with a continuing flow of curricular and advisory-informational supports through graduation from high school to encourage talented individuals to complete plans for higher education." Hypothesis: "that significant modification in the educational behavior of students is related to the amount and type of supports provided by extra-school groups." Experimental and control samples.

• ZACHARY, NINA, AND ELIZABETH L. EHART

Experimental Basis for State Scholarship Awards

New Jersey State Scholarship Commission, Trenton, New Jersey; State of New Jersey.

A description and evaluation of the early results of 100 "experimental awards" by the state of New Jersey to students with average high school records, compared with recipients receiving scholarships by more traditional criteria.

• 1966—1967 RESEARCH

• ASTIN, ALEXANDER W., PANOS, ROBERT J., AND JOHN A. CREAGER

"National Norms for Entering College Freshmen, fall, 1966." *Research Reports,* American Council on Education, 1967, 2(1).

A report presenting the national normative data on the characteristics of the entering freshmen of 1966. Norms were compiled in connection with a program of longitudinal research recently undertaken by the Office of Research of the American Council of Education. Includes comparative data on the characteristics of students entering different types of institutions. The fall 1966 survey embraced 254,480 students at 307 institutions. The data, plus future followup data, will be used to evaluate changes in students' attitudes and behavior as well as their educational and career plans.

• BLOSSOM, HERBERT HENRY

"Some Factors Influencing High School Graduates Attendance at Different Types of Colleges." *Dissertation Abstracts*, 1966, 27(2-A), 383-384.

A study of the relationships between selected student characteristics and a high school graduate's choice of, and attendance at, various types of institutions of higher learning. Primarily a descriptive survey of an area sample involving 1,320 high school graduates from the Sacramento City Unified School District in the Spring of 1960. Questionnaires were used to gather information about the student's academic ability, socioeconomic level, sex, motivation, family size, parent characteristics, race, religion, geographical location, and vocational goals. No significant relation between college attendance and the importance to parents of the students attendance at college, race, or religion for the group of students selected. Also, despite considerable overlapping of student characteristics within and between groups, it was possible to identify a statistical similarity among students who attended each kind of college or university. Apparently, a general congruency exists between college and students.

• BLUMENFIELD, W. S.

"Some Characteristics of Finalists in the 1966 National Achievement Scholarship Program." *NMSC Research Reports*, 1966, 2(4).

A description of 1,029 finalists who completed a 94-item research questionnaire as a part of the Scholar selection process of the 1966 National Achievement Scholarship Program. Finalists seemed to be high aspiring, high grade achievers, academically oriented, oriented to professional occupations, high extracurricula achievers, active, interesting, and talented young people. A followup study of their progress and performance was planned for the summer of 1967.

• CUNNINGHAM, DAROLD

"Test-taking Attitudes Among University and High School Students." *Dissertation Abstracts A*, XXVII(4) 1651. University Microfilms, Inc., Ann Arbor, Michigan, 1967.

A study to determine the degree of resistance toward taking standardized tests among university undergraduates and high school seniors planning to attend college. The relationship of test taking to class standing, socioeconomic status, sex, parents' educational level, and comparative high school differences was also to be examined. A random sample group of 431 Indiana University undergraduates and 289 high school seniors were given a questionnaire, and an attitude scale was developed to measure the degree of test resistance. A significant number of students showed evidence of test resistance in general. Approximately 36 percent of those tested showed resistance to testing significantly above the mean of the total group. It was concluded that female students in general are more test resistant than males. Students who attended medium-sized high schools demonstrated greater test resistance than students from large high schools. No significant difference was found for the total group with regard to socioeconomic status. Also, there were significant differences in test resistance among students of different achievement levels. The lowest achievers were the most test resistant.

• HEIST, PAUL, HENRY, MILDRED, AND RUTH CHURCHILL

Preliminary Report on the Entering Students of the Fall Term, 1966. Berkeley, California: Center for Research and Development in Higher Education, University of California, 1967.

A report on students at Sarah Lawrence College, Hofstra, Shimer College, Stephens College, and Northeastern Illinois State, describing the students' families and high school backgrounds as well as their aspirations and expectations from data gathered through student questionnaires. Includes the questionnaire data and the Omnibus Personality Inventory data to present profiles of personality characteristics of the entering students. From these data estimates will be made of the degrees of creativity and intellectual potential within a student body, of the extent of student autonomy and spontaneity, and the levels of cultural sophistication and emotional stability.

• MOCK, KATHLEEN

Freshmen Entering the University of California, Fall, 1966. Berkeley, California: Center for Research and Development in Higher Education, University of California, May, 1967.

An interpretation of data collected by the American Council on Education, during the fall of 1966 on entering freshmen at 251 colleges and universities in the United States. The questionnaires dealt with the backgrounds, personality traits, college aspirations, and past activities of the students, as well as the images the students held of the schools they were entering. The report deals only with the University of California campuses at Davis, Los Angeles, and Santa Barbara and concerns only a first-year assessment of the samples involved in the two-year project. Most of the data were drawn from questionnaires which sought information on background experiences, aspirations and attitudes of the students among other things. The main questions of the study are not answered; rather the report describes the student bodies on each campus and differentiates them within and among campuses.

• PERVIN, LAWRENCE A.

"Reality and Non-reality in Student Expectations of College." *Journal of Psychology*, 1966, 64(1), 41–48.

A description of students entering Princeton University who indicated their expectations about the Princeton environment by responding to the College Characteristics Index prior to arrival on campus. Expectations about their own performance at college were indicated during freshman orientation week. Expectations about the press of the college environment were accurate in terms of the relative strength of the presses, but similarly, there was a tendency for self-expectations to be relatively associated with actual academic performance, but students generally overestimated their level of performance. Demographic, intellectual, and personality variables were all related to differences in expectations.

• SEWELL, WILLIAM H., AND VIMAL P. SHAH

"Socio-economic Status, Intelligence, and the Attainment of Higher Education." *Sociology of Education*, Winter 1967, 40(1), 1–23.

A study of a randomly selected sample of Wisconsin high school seniors, to examine the relative influences of socioeconomic status and measured intelligence at successive stages in higher education. Concludes that both socioeconomic status and intelligence have direct effects on planning to attend college, on college attendance and graduation, as well as indirect effects on college plans and college attendance. With females, however, the relative effects of socioeconomic status are more pronounced than the effects of intelligence. On the whole, intelligence seems more important than socioeconomic status for both sexes, in determining who eventually graduates from college.

• TRENT, JAMES W.

"A New Look at Recruitment Policies." *College Board Review*, Winter 1965–1966, 58, 7–11.

A summary of data relating to college entrance, student expectation, and student development collected from a five-part study of 10,000 students at 37 high schools in 16 communities. Data reveal that "while ability is related to educational development in college, socioeconomic status, aspects of motivation, attitudinal disposition and family environment are even more related to entering and persisting in college." Large numbers of students who enter college appear to lack a realistic knowledge of what to expect, and counselors seem to offer little help in that direction. Author feels that there is a great challenge today to make college recruitment "a phase of the developing process of education, not merely the self-contained procedure of screening candidates who happen to apply at a given college," and "to recruit students with their individual needs and personalities in mind." He concludes that help towards these ends will come from the efforts of Astin and Pace to develop institutional profiles which will aid counselors and educators in their work in this regard.

TRANSFER—from school to college, or college to college (especially junior college to four-year institution). Also, studies of advanced placement, articulation problems, and student-institutional "fit."

•CURRENT RESEARCH

• ARKOFF, ABE

College Experience Seminars

University of Hawaii, Honolulu, Hawaii; Institutional; September 1966—Spring 1971.

A project to develop and evaluate a one-semester series of student-led seminars on the college experience: "1) to help students obtain an understanding of higher education; 2) to help students understand, evaluate, and gain perspective on their own college careers; 3) to provide students with peer groups in which feelings and ideas about college can be pursued; 4) to provide students with small-group discussion and leadership experience." Student participants and leaders all take part in evaluation and grading. Curriculum outline and bibliographical reference as well as preliminary evaluations accompany.

• AVNER, URI

Establishing Flow Statistics on Transfers

Central Bureau of Statistics, Jerusalem, Israel; Israel Central Bureau of Statistics, Department of Social Statistics; 1968—.

A project to establish "flow statistics on the transfers of pupils for the whole period from matriculation to the end of university studies. The data will be cross-classified with various characteristics of the students who continue and of the drop-outs."

• CASSERLY, PATRICIA

Students' Evaluation of the Advanced Placement Program

Educational Testing Service, Princeton, New Jersey; College Entrance Examination Board; July 1966—January 1968.

A descriptive field study by means of focused interviews and some mailed questionnaires of 460 "academically gifted" students in the Advanced Placement Program, (freshmen 1963), "to determine how students who have participated in the College Boards' Advanced Placement Program evaluate: their advanced preparation in secondary school; their reception and placement at college; and the effect of these variables on their over-all college experience, choice of major, plans for further education and choice of career."

• CASSERLY, PATRICIA

Impact of Advanced Placement Program and College Policy on Participating Students

Educational Testing Service, Princeton, New Jersey; College Entrance Examination Board; Completion date—November 1967.

Examination of the reactions of students to the variations among institutions in advanced placement policies and the effects of these policies upon choice of college, major field, motivation, and performance of students at 10 selected colleges.

• CLARK, KENNETH E.

Motivation and Learning of Deprived Youth

Social Dynamics Research Institute, City University of New York, New York, N. Y.; Hazen Foundation; 1967—.

Completed research ("the findings of which are being used in various ways and will ultimately be published after they have been fully developed in consultation") on motivations of culturally deprived but able youth, relevant learning theory in the role of school and college counselors. An effort to determine the way in which cultural deprivation actually influences a child's ability to read, his understanding of what he has read, his vocabulary, his ability to deal with concrete and abstract spatial and numerical concepts, and the possibilities of modifying these abilities, at various stages of life. "Program includes bibliographic research of published literature and studies, interviews . . . of researches and educators, . . . working conference of educational leaders."

• COX, ROY, AND MARIE CLOSSICK

Students at the University of Essex

Department of Sociology, University of Essex, Essex, England; Institutional; Foundation; Fall 1964—1968.

A project to create a "profile of Essex students in terms of demographic and educational characteristics, educational and vocational aims, and opinions and attitudes" by means of self-completed questionnaires at admission time, beginning with the entering class of 1965, for comparative measures of attitude change. A small-scale comparison with students of the University of Sussex is being carried out as part of the longitudinal study.

• DARNES, G. ROBERT, ANDERSON, ERNEST F., KALFTER, IRMA T., AND HENRY MOUGHAMIAN

Performance of Transfer Students Within Illinois Institutions of Higher Education

Illinois Junior College Board, 300 East Monroe, 104 St. George Building, Springfield, Ill.; Illinois Conference for Higher Education, Illinois Junior College Board; Institutional; April 1967—Fall 1970.

A description of approximately 25,000 students at 110 institutions of higher education in Illinois (that comprise 95% of the enrollment of lower division in Illinois) by means of questionnaires to the institutions, to plot the movement of students among Illinois institutions of higher education, the extent of transfer, characteristics of those students who do it, and "how successful are transfer students in the achievement of their stated academic goals after transfer." The study will measure first-term performance of transfers and two years after transfer.

• DUNN, S. S., AND P. J. FENSHAM

Factors Influencing Decision of Male Students to Enroll . . . in Senior Technology College in Victoria

Faculty of Education, Monash University, Clayton, Victoria 3168, Australia; Commonwealth of Australia; 1967—1969.

• ESPINHEIRA, REGINA, AND MARIA J. MELLO

Social Class of Candidates Who Failed the University Entrance Exams, 1967

National Institute for the Study of Pedagogy Ministry of Education, Brazil; National; November 1966—June 1968.

Analysis of the socioeconomic backgrounds of candidates for the entrance examination to schools of higher education in Salvador, Bahia, in 1967, including 1,235 failed candidates, seeking to correlate the admissions results to social class of the candidates and frequency of private preparation courses. Also, "analysis of the frequency of cases of failure among candidates already engaged in a remunerative occupation (compared with) candidates who do not work . . ."

• FLEISCH, SYLVIA, AND SAM GERSON

Undergraduate Transfer Students Who Entered Boston University, Fall 1966

Office of Academic Planning, Boston University, Boston, Mass, 02215; Institutional; Completion date—1967.

A survey of data from College Student Questionnaire (CSQ) Part I, "to gain an understanding of the characteristics, attitudes and beliefs of students who entered Boston University as undergraduate transfers Fall 1966 from other institutions of higher learning." Responses to 200 questions reveal educational and vocational plans, history of secondary school experience, family background, and attitudes toward family, peers, school, and society.

• KILLCROSS, M. C.

Assessment for Higher Education

Scottish Council for Research in Education, 46 Moray Place, Edinburgh 3, Scotland; Scottish Council for Research in Education, University of Edinburgh & Institutional & Carnegie Trust for the Universities of Scotland; January 1962—December 1969.

A followup field study of about 11,000 Scottish pupils who took higher grade Scottish Certificate of Education examinations in 1962 in order to evaluate the relative contributions in predicting performance in higher education available from four standard measuring devices. "Possible modification of existing assessment procedures which tend to rely on (Scottish Certificate of Education Examination Scores)" may result.

• LANKFORD, FRANCIS G., JR.

Achievement . . . by Undergraduates Entering the University of Virginia, 1958–1967

Office of Institutional Analysis, University of Virginia, Charlottesville, Va. 22903; Institutional; January 1968—June 1968.

A descriptive survey of undergraduates entering the University of Virginia during the last decade (10,381), by means of student records, "to describe academic performance of entering students at University of Virginia in relation to types of secondary schools attended—public, private, in-state and out-state."

• LEE, EVERETT S.

Migration and Education

Departments of Sociology and Anthropology, University of Massachusetts, Amherst, Mass. 01003; Federal & Institutional; 1967—September 1970.

A description of the "flow of persons of differing educational levels," using tabulations of census data for the U.S. population by state and major metropolitan areas, "to study selectivity in migration by age, sex, race and by stream of migration because regions that lose migrants lose a good part of the best educated" and "education is the most important variable for relation to demographic phenomena."

• MENZ, F. E.

Grade Point Average Changes of Transfer Students in Honors Program

Honors Program, University of Illinois, Urbana, Ill. 61801; Institutional; September 1967—August 1968.

An exploratory comparison of James Scholars at University of Illinois (1967–1968) from records of University Honors Program "to examine the effects on the first semester and cumulative GPA of students who transfer from junior and four-year colleges, when the population under examination is selected as superior."

• MORISHIMA, J. K.

Followup Studies Fall 1960—Fall 1967

Office of Institutional Educational Research, University of Washington, Seattle, Wash.; Institutional; September 1960—.

A project to determine progress of entering classes, transfer and direct from high school. What difficulties are encountered, what curricular problems, financial, etc.

• MORISHIMA, J. K.

Follow Up Deficient Students

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; Institutional; Spring 1965—Spring 1968.

An exploratory case study of 100 students at the University of Washington who were admitted with deficiencies, to determine their academic progress and perhaps to discover what data other than high school records and test scores "can be used for marginal students," for admissions and counseling.

• NEWBURN, H. K., AND JOHN McMILLAN

Longitudinal Study of Native and Transfer Students at a State University

Arizona State University, Tempe, Ariz. 85281; Institutional; September 1965—June 1968.

A comparative assessment of the freshmen class of 1963 plus additions through transfer to this class, using institutional data, including high school records, Arizona State University registrar's records for 4,950 students, 1) "to determine reasons why as many students fail as succeed in acquiring degree status, 2) to analyze why the majority of successful students require longer than four regular academic years . . ., 3) to acquire information about possible significant differences in entering abilities, interests, persistency, performance, and other characteristics between native and transfer student groups, 4) to accumulate and develop techniques in the accumulation of academic, sociological, psychological data which will aid in long-range planning and analysis for state systems of higher education." Other studies will grow out of the data.

• NORFLEET, MORRIS

Student Transfer Study

Research and Development, Morehead State University, Morehead, Ky. 40351; Institutional; 1965—1968.

A study of transfer students at one university to determine: "1) number of transfer students per semester, 2) entry majors into university, 3) accumulated hours at time of transfer, 4) type of institution providing transfers, 5) numbers entering on probation, 6) trends on longitudinal study of transfer student situation."

• SCHULTZE, L. WALTER

Two to Four-Year College Transfer Policy and Practice in New York State

Department of Institutional Studies, State University of New York, Fredonia, N.Y. 14063; February 1967—May 1968.

A comparative study of the policies of 117 four-year colleges and universities in New York State with regard to student transfers from two-year colleges using a questionnaire based on the Medsker-Knoell work, 1) "to identify existing policy, 2) to observe to what degree the policy recommendations of the national guidelines are appropriate in New York State, 3) to define areas of major deviation from recommendations."

• THOMAS, JAMES E.

Effect of Advanced Placement at University of Wyoming on Student, High School and University

University of Wyoming, Laramie, Wyo. 82070; Institutional; September 1967—February 1968.

An exploratory case study using questionnaires with 120 students as well as university records and interviews with students, high school principals, and department heads (university), to determine the value of the Advanced Placement Credit awarded at the University of Wyoming and to formulate recommendations regarding the further use of such a program at University of Wyoming.

• TILLERY, DALE

School to College: Opportunities for Postsecondary Education

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; College Entrance Examination Board; Completion date—June 1971.

A large-scale project on access to higher education running for six years in California, Illinois, Massachusetts, and North Carolina. The objectives of the project include investigation of student decision processes in secondary schools; the distribution of students to various college and noncollege pursuits; the outcome of student decisions; and case studies of state complexes of postsecondary education.

• TROYER, MAURICE E. (Sponsor), AND H. DONALD BUCKLEY (Dissertation)

The Relationship of Achievement and Satisfaction to the Anticipated Environmental Press of Transfer Students in State University of New York

State University of New York, Oneonta, N.Y. 13820; Institutional; September 1967—August 1968.

A project to determine whether or not there is any relationship between the freshman myth discovered by Stern and the anticipated nature of the institution as discovered by the transfer student.

• WHITE, R. A.

Correlation Between Higher School Certificate Examination and Success in First Year Faculty of Science

National Institute of Education, Makerere University College, P. O. Box 262, Kampala, Uganda, East Africa; Institutional; 1967—1969.

A survey of the correlation between Higher School Certificate examination results and success in the first-year course of the Faculty of Science at Makerere University College, to be extended to include final year results, and to be replicated in colleges at Nairobi and Dar-es Salaam in physics teaching.

• WILLINGHAM, WARREN W., AND NURHAN FINDIKYAN

Patterns of Student Transfer

College Entrance Examination Board, 475 Riverside Drive, New York, N.Y.; College Entrance Examination Board; 1967—.

A descriptive study using questionnaires returned from 146 institutions of higher education to describe existing transfer procedures of students and to identify barriers and problems of admission encountered by transfer students.

•1966—1967 RESEARCH

• CASSERLY, PATRICIA L.

"What's Really Happening in Advanced Placement—II." *College Board Review,* Spring 1966 (59), 16–22.

A report of an Educational Testing Service study of practices regarding advanced placement in 63 selected colleges and universities. It shows that communications about advanced placement within colleges and between candidates and colleges are inadequate. Researchers found that admissions officers are paying special attention to advanced placement candidates and generally want more advanced placement students. College faculty feel that the program might result in the upgrading of secondary school curricula. The program was cited as an important factor in the introduction of honors programs in six institutions. Professors and administrators judged most students in the program to be eager, disciplined, and confident.

• KURLAND, NORMAN D.

"Transition from School to College." *New Dimensions in Higher Education,* 1967 (17), U.S. Department of Health, Education and Welfare.

A survey of the research on matters involving the transfer of students from secondary to higher education. Focuses on a number of problems that need further study. There is a lack of research on students who do not enter college immediately after graduating from high school. Financial ability, although an important factor in determining where a student goes to college, does not appear to be the decisive factor limiting college attendance. Studies are largely focused on students, very few being directed to the institutions or to the parts played by high school and college personnel in the process of transition. With the exception of PROJECT TALENT and some of the College Entrance Examination Board and National Merit Scholarship Corporation Studies, only a small number of students is studied from time to time. Relatively few studies utilize the sophisticated methods of contemporary behavioral science, but the current increased attention in educational research should change this situation.

• LINN, ROBERT L., AND JUNIUS A. DAVID

Correlates of Academic Performance of Community College Students in Career of Transfer Programs: A Pilot Study. College Entrance Examination Board, Research and Development Report No. 2. Princeton, N.J.: Educational Testing Service, 1966.

A report on an effort to test the usefulness of certain predictive techniques in the context of the college community. The sample of students included all full-time freshmen entering Bronx Community College in the fall of 1965. The "traditional" predictors, Scholastic Aptitude Test scores and high school grade averages were obtained together with data from promising instruments such as the Background and Experience Questionnaire, the Experimental Comparative Prediction Battery, the Academic Interest Measure, and the Personal Values Inventory. When traditional predictors were correlated with first-semester grade point averages, they were found to have moderate validity for students in occupational training, but zero validity for students in the academic transfer program. The authors suggest that this apparent paradox may be the result of a selective admission policy, and the seeming self-selection of students with superior records who enter a four-year unit of the city university.

• TRENT, JAMES W., AND LELAND L. MEDSKER

Beyond High School. Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, 1967.

A report of a study of 10,000 high school graduates, made possible through the Cooperative Research Program of the U.S. Office of Education. Concerns mainly the personal and vocational development of a large sample of high school graduates during the first four years after graduation. Employment and college attendance patterns between 1959 and 1963 are examined, and factors associated with college withdrawal are investigated. The study compares two groups —students who accepted employment immediately after high school and those who were admitted to college. This comparison provided an opportunity to study the effect on the young, of employment and college attendance considered as primary intervening environmental factors. One of the hypotheses from which the report proceeded is that there would be some relationship between entrance and length of persistence in college and degree and type of personality development. It concluded with emphasis on the role of the schools in helping youth to make a living and to achieve "self-actualization."

COLLEGE ENVIRONMENT—the impact of ideas and activities, academic and cultural, individual and collective, on student development.

•CURRENT RESEARCH

• ASTIN, ALEXANDER W.

Inventory of College Activities: Assessing College Environment via Observable Stimuli

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education; Summer 1966—Summer 1968.

Field comparisons of 56 institutions for which scores on both the Inventory of College Activities and the College Characteristics Index were available "to describe an approach to measuring the college environment (the Inventory of College Activities) which attempts to assess the frequency of occurrence of the various observable stimuli at the institution." Describes relative advantages of different approaches to assessing college environments. Several hundred subjects per institution used to produce the institutional scores on the two instruments.

• ASTIN, ALEXANDER W.

The College Environment

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education & National Science Foundation & Carnegie Corporation & Ford Foundation; Summer 1962—March 1968.

A comparative field study of 30,000 undergraduate students surveyed at the end of their freshman year (125 students per institution) at 246 higher education institutions (stratified national sample), by means of a 400-item questionnaire, the Inventory of College Activities aims to: "1) identify and measure some of the important differences among college environments . . . 2) document the great diversity in environmental stimulation . . . by different institutions." Questionnaire includes items about the "observable stimulus properties" of the environment and items concerning the college "image."

• ASTIN, ALEXANDER W.

Origin and Development of the College Environment

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education & National Science Foundation; 1966—.

A comparative field study of 70,000 students who first entered college in 1966, and were followed up summer 1967, at a representative national sample of 300 junior colleges, four year colleges, and universities (approximately 250 subjects per institution) by means of special questionnaires. Aims "to determine if college environments are a reflection of the types of students initially recruited or shaped by certain administrative policies, curricular practices, and other factors." Uses measurement of the frequency of occurrence of various student behaviors at a given institution, rather than historical or case method.

• ASTIN, ALEXANDER W., AND ROBERT J. PANOS

Educational and Vocational Development of American Students

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; National Science Foundation & American Council on Education; Fall 1961—Spring 1968.

A longitudinal field study of 60,000 undergraduates in four year colleges and universities (freshmen in 1961) followed up by questionnaire in summer 1965, "to assess the relative impact of different undergraduate environments on the educational progress and career plans of a national sample . . . to contribute to a better understanding of personal and environmental factors that affect the students' chances of dropping out of college or of going on to a graduate or a professional school." Interest in "supply of trained specialists" and "the preparation of skilled manpower" as affected by various institutions. This is a prototype study of the larger one now in progress by the American Council on Education.

• AUSTIN, JAMES H., JR.

Effects of Roommates' Academic Ability and the Interaction between Them on Their Grade Point Average and Withdrawal Rate

Institutional Research, University of Tennessee, Knoxville, Tenn.; Institutional; June 1966—January 1968.

A longitudinal field study using "roommate association questionnaire" with 800 residence hall students a) to investigate whether or not it would be more beneficial in terms of Grade Point Average and Withdrawal rate to assign roommates of equal academic ability; b) to determine whether roommates of equal academic ability who associate will achieve a higher Grade Point Average, and will withdraw less than roommates of unequal ability who do not associate."

• BAGLEY, CLARENCE H., NASCA, D., McTARAGHAN, SACHASTANANDAN, AND MILLER

Four College Study of Institutional Development

State University of New York, Cortland, N.Y.; Institutional; 1966—1972.

In two phases, this study will first describe (two years) and then compare experimentally four higher education institutions of the New York State College System with concentration on student and faculty cultures and institutional environment. Will describe and follow 3,700 freshmen over five years at Brockport, Cortland, Genesco, and Oswego. Several standard scales used to measure faculty; measures of campus environment then to be used "for experimentation across student admissions, and later effect on campus climate. Faculty-students are main factors in application to decision making processes."

• BUTLER, WILLIAM, AND PAUL VAN RIPER

Retention of Social Fraternity Members in College

The National Interfraternity Council, 15 East 40th Street, New York, N.Y. 10016; National Interfraternity Council; 1968—1970.

A study of the retention of social fraternity members in college, using "data from National Interfraternity Council member fraternities on the persistence through to graduation of fraternity members. This is a partial replication of the study of student retention undertaken in the 1950's by Robert Iffert . . ."

• CENTRA, JOHN A.

To Develop a Questionnaire on Student Characteristics and College Environments

Educational Testing Service, Princeton, N.J.; College Entrance Examination Board & Educational Testing Service; October 1967—February 1968 (Phase I).

Development of a questionnaire on student characteristics and college environments, already pretested on 765 students at eight institutions (December 1967), in order to provide more information about college differences which "may lead to more appropriate college choices by prospective students."

• CHICKERING, A. W., HANNAH, WILLIAM, AND DENNIS CAMPAGNA

Student Development in Selected Small Colleges

Goddard College, Plainfield, Vt.; National Institute for Mental Health; April 1965—March 1969.

A study asking "four major questions . . . in relation to 13 small colleges: 1) How do the institutions differ? 2) What are the characteristics of students enrolled at the different institutions? 3) What factors are relevant to student attrition; what is the process of withdrawal; where do students go, what do they do, and how do they change after leaving? 4) What are the major patterns of student development and to what may they be attributed?" Some 3,300 students who entered college in September 1965 at 13 small liberal arts colleges retest studies after first, second, and fourth years; interviews and questionnaires used with parents, friends, faculty, prospective leavers, and others; adds to information on : 1) student-college fit . . ., 2) attrition . . ., 3) changes in intellectual interest, vocational plans, values, religious beliefs and relationships.

• CLOSSICK, MARIE

Learning the Role of a University Student

University of Essex, Essex, England; Institutional; October 1967—August 1969.

"Nine first year seminar groups . . . have been selected (80–90 students) . . . to be interviewed twice, once soon after arrival and again in the spring term, . . . to discover how norms for student behavior, particularly those regarding academic and intellectual activities, are learned, and how the characteristics and experiences of student groups affect such learning."

• COPE, ROBERT G. (Dissertation)

Freshman Characteristics, Environment, and Attrition

University of Michigan, Ann Arbor, Mich. 48104; Personal; 1967—.

A comparative assessment of relationships between "environmental characteristics at a large public university to attrition from the university's liberal arts college," using the Omnibus Personality Inventory with two freshman classes (N = 4,150) and withdrawals two years later (N = 1,131) from the university to determine why students dropped out and with what problems. Salient environmental characteristics of the University of Michigan which seemed related to attrition "differed according to the sex of the student." (Related to subsequent studies on Ways of Comparing Institutions by Cope and Hewitt.)

• CREAGER, JOHN A.

A Program of Research on Twins Who Go to College

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education; Fall 1966—December 1970.

A study of 3,500 individual twins, including 650 pairs identified in a sample of freshmen entering 307 colleges and universities in 1966, plus a similar number entering college in 1967, using Student Information Form and a one-year follow-up form administered by mail, with special interest in clarifying the effects of college environments, selective admissions, and environmental manipulations on the project population.

• ELLIS, ROBERT A.

Social Mobility, Role Stress, and College Success

Sociology Department, University of Oregon, Eugene, Oreg. 97403; National Institute for Mental Health & Institutional & Social Science Research Council & Society for Human Ecology; Fall 1957—Summer 1970.

A replication of the Stanford Mobility Study in two strategically different institutional contexts—the Honors College, University of Oregon, and a sample of all freshmen, University of Oregon—"to gain a broader empirical base for: 1) understanding the factors that bring lower class to college and 2) assessing the impact that varied institutional arrangements have on socially mobile students' adaptation to the role demands of undergraduate life." What happens to bright lower class youth who enter less socially selective colleges (than Stanford) where the status barriers to mobility may not be so great . . .? What happens to socially disadvantaged youth with modest intellectual talents who use higher education as a channel for social mobility? Oregon and Honors College panels were begun in the fall of 1961. Sample frame: "First year unmarried freshman, white, native-born, not under 17 nor over 20 years old." Data for comparison: at Stanford, via face-to-face interviews by trained graduate students; at Oregon, mass-administered questionnaires; at both Stanford and Oregon, administrative records, and "judgments made . . . by other persons with the opportunity to observe and evaluate (students) in a social context . . . high school teachers, dormitory counselors, college administrators."

• FIEDLER, FRED E.

Influence of Departmental Organization on Student Attitudes and Performance

Department of Psychology, University of Illinois, Urbana, Ill. 61801; Institutional; September 1967—August 1969.

An exploratory field study within the University of Illinois "to determine the effect of academic organization on student performance and satisfaction," and factors which contribute to student creativity and learning. Using LPC (Least Preferred Co-worker) and Group Atmosphere scores.

• GOLDBERG, LEWIS R.

Student Personality Characteristics and Optimal College Learning Conditions

Institute of College Teaching, University of Oregon, Eugene, Oreg. 97403; U.S. Office of Education; 1966—1968.

An analysis of personality data for 900 students in each of two college courses, this research seeks to discover the number and nature of any personality characteristics of college students which predispose them toward learning more effectively from one rather than some other particular college instructional format. "The program is predicated upon an assumption that no single college instructional procedure will be optimal for all students . . ." Includes four broad classes of information: a) a gross measure of morale, repeated every two weeks, b) indices of satisfaction with the course as a whole and with aspects of the format, c) a measure of amount of related but nongraded reading done by each student, and d) knowledge of course content. Will "relate measures of performance and satisfaction . . . to student personality characteristics."

• HASSENGER, ROBERT

Academic Freedom in Catholic Higher Education

Office for Educational Research, Center for Study of Man in Contemporary Society, University of Notre Dame, Notre Dame, Ind. 46556; Institutional; October 1967—November 1968.

A comparison of two case studies of Roman Catholic higher education institutions, using College Entrance Examination Board and admissions data, College and University Environmental Scales, and College Student Questionnaire results, dropout records, faculty salary and degree information, student background data, information on campus climates, and "a great number of interviews at each school," to identify social and economic forces associated with academic freedom in church-related colleges and universities. Sketches "two prototype schools, where academic freedom confrontations seem most and least likely to occur, looking at such things as institutional objectives, patterns of control, student backgrounds and expectations, faculty preparations and commitments (for example, teaching and research), endowment, location, the climate of the diocese in which a school is set, etc."

• HEIST, PAUL, FLOYD, JOANNE, AND KATHLEEN MOCK

Student Development and Change

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; Spring 1965—1972.

This current study of development has two major phases. The first is a general longitudinal study of a sample of 11,000 students enrolled in 10 public and private institutions of higher education to investigate "development and change in post-adolescent youth during their undergraduate years with an emphasis on their personal, intellectual, and social development . . ." The second phase is centered in an interview sample . . . "drawn from campuses with diverse educational programs . . ."

The interview subjects will be studied intensively throughout four years, with a first survey at the beginning of freshman year, fall 1966, and resurvey at end of senior year, plus intermittent work with and testing of interview sample. Long-range significance includes determination of the "factors—behavioral and environmental—which permit some students to realize their potential and others to fail between the ages of 17 and 22," and the "major forces in the academic curricula and . . . environments which facilitate or inhibit intellectual growth and general development of students." Use of several standardized instruments and especially developed interview formats.

• HILBERRY, CONRAD, AND VICTOR AYOUB

Student Cultures at Three Ohio Colleges

Kalamazoo College, Kalamazoo, Mich. 49001; & Antioch College, Yellow Springs, Ohio 45387; Carnegie Corporation; December 1966—1969.

A comparative field study of student cultures at three small colleges (Antioch, Wilberforce, and Wittenburg) by means of documents, taped interviews, student participant observers, adult observers, and photographs involving students, faculty and administrators on each campus, with the intent of the understanding better "how students are shaped by college environment."

• HUBER, F. E., AND R. R. GRAS

The Process of Social Integration of First Year Students

Bureau of Current Research and Statistical Studies, University of Utrecht, Kromme Nieuwe, Gracht 29, Utrecht, The Netherlands; Institutional; September 1965—September 1968.

By means of documentary research, interviews, participant observation, institutional records and statistical material gathered by the researchers themselves, this study seeks to describe how Dutch students respond and adapt to the environment of one university. (Appears in Register of Current Research in the Social Sciences, 1966-67—published by Royal Dutch Academy of Sciences: Social Science Council.)

• KIEVIT, MARY B., AND ANGELO GILLIE

Comparison of Environmental Press and Selected Characteristics in a Community College and a Technical Institute

School of Education, Rutgers University, New Brunswick, N.J. 08903; Rutgers University Research Council; September 1967—December 1969.

A comparative description of a total of 900 students of one community college and one technical institute, using data from several established instruments, for example Stern's Activities Index, College Characteristics Index, Occupational Aspiration Scale, "to ascertain whether discernible differences exist in the environmental press in a technical institute and a community college which make each a more effective setting for different types of students to develop occupational competencies."

• KING, STANLEY H., BIDWELL, CHARLES E., FINNIE, BRUCE, VREELAND, R. S., AND HARRY A. SEARR

Harvard Student Study

Harvard University, Cambridge, Mass. 02138; National Institute of Mental Health & Hazen Foundation; October 1959—September 1969.

"A longitudinal study of two panels of Harvard undergraduates (25% random samples from classes of 1964 and 1965) to study: 1) effects of college environment on aspects of socialization of students (political, occupational, life-style) and 2) the psychological development of young men in college," using an extensive battery of instruments both local and general with various sample sizes of groups (maximum 500). "Should reveal aspects of the socializing force of college organization and principal psychological mechanisms by which undergraduates adapt and utilize college environments."

• KOVAL, JOHN P.

Varieties in Educational Socialization

Sociology Department, University of Notre Dame, Notre Dame, Ind. 46556; Rockefeller Foundation; September 1967—June 1971.

An exploratory comparison of approximately 900 students in the freshman class of 1967-68 (initially) by means of questionnaires and interviews (90) and questionnaires with faculty members. Aims to "explore the extent to which different behavioral networks and value and belief systems develop among college undergraduates as the result of the distinctive educational experiences they are exposed to in their academic majors (and preoccupational orientations)." Academic major is the independent variable. Investigator hopes to demonstrate the "differential impact of curriculum area and academic discipline . . . suggestive of the extent to which anticipatory occupational socialization contributes to adult value and belief systems . . ." Part of an evaluation of "an experimental educational program currently being conducted with freshman students at Notre Dame."

• KURTZ, RICHARD A.

MBA Student Socialization Study

University of Notre Dame, South Bend, Ind. 46556; June 1968—September 1970.

A projected exploration of the Master's in Business Administration (MBA) student body at Notre Dame to describe the "latent consequences of an adult educational experience." Aims to determine the nature of student values, attitudes, goals, definitions of correct behavior, etc. at the beginning of the program and a comparison of changes which ensue during the two-year socialization process. "As a latent consequence of the formal educational program . . . the MBA student is learning how to perceive and act as he thinks a business executive does."

• LEMERT, JAMES B., AND WALTER J. WASCHICK

Communication in the University Community

Department of Journalism, Southern Illinois University, Carbondale, Ill. 62901; Institutional; Summer 1965—1967.

A comparative field study at the 17,000 student Southern Illinois University, beginning with data from 63 faculty, 58 graduate students, and 689 undergraduate students (some instruments are original), to "provide baseline data for the future on student and faculty reactions to the university environment, . . . feedback to the university on student reactions to current . . . policies and issues." Asks whether the term subcultures is an appropriate device for describing students now, . . . the communication flow part of the study has not been completed (but it asks) what media are used, what off-campus media are significant, can we predict by the kind of housing how and when a student will hear about something . . .?"

• LUCAS, JOHN A.

Optimal Learning Environments for Different Types of Students

Institutional Research, University of Tennessee, Knoxville, Tenn. 37916; Institutional; March 1967—May 1969.

An experimental comparison, using questionnaires and interviews with 1,000 students in a basic statistics course, to determine optimal learning conditions and environments for varying student types and to develop "learning environments relevant to a given subject field."

• LUCAS, JOHN A.

Environmental Effects as Measured by "Tape" on Attrition

Institutional Research, University of Tennessee, Knoxville, Tenn. 37916; Institutional; June 1967—December 1969.

A comparative study of 219 students sampled from the 1967 freshman class at University of Tennessee to relate changes in self-concept and college-concept over a one- or two-year period, to compare scale values obtained from students at several universities, to relate discrepancy scores to attrition, to identify students who need counseling either at the high school or college level, and evaluate the universities' environment for students. Aims to "pinpoint any areas where change is needed."

• MARKS, EDMOND, DESHPANDE, A. S., AND SAM C. WEBB

Educational Research at the College Level

Georgia Institute of Technology, Atlanta, Ga. 30332; Institutional.

Institutional research at the Georgia Institute of Technology includes descriptive and experimental data gathered from small experimental groups and larger "descriptive or correlational" samples (1,500), with "a wide variety of aptitude, interest, personality, motivational and cognitive measures" (some standard, some local), to provide models and methods for studying student behavior and teaching effectiveness. Some data also is included on alumni "vocational groups."

• McCOY, CHARLES, AND PARKER PALMER

The Student and the Total Learning Environment

Department of Higher Education, National Council of Churches, 475 Riverside Drive, New York, N.Y.; 1968—1970.

"The wealth of research already undertaken on student learning will be assessed and a core of students will be put together with faculty, administrators, and researchers for this Commission's work. The cooperation of a diverse group of institutions will be solicited for studies and experimentation regarding personality development and alternative learning environments." Will attempt to cope with these questions: Is higher education relevant to student needs and growth; Is it meeting the demands of moral responsibility in contemporary society? Attempts to define the several functions that higher education can be expected to perform.

• McDOWELL, JAMES V.

Interacting Variables of the Freshman Year

Earlham College, Richmond, Ind. 47375; National Institute for Mental Health; Fall 1965—Summer 1968.

From 13 small colleges participating in Project on Student Development in Small Colleges, this project draws on 3,000 students using the Omnibus Personality Inventory, the College and University Environment Scale and Clark-Trow Typology for data on role orientation, campus atmosphere, and personality during the freshman year.

• McELRATH, DENNIS C., WALLACE, W., AND J. KITSUSE

Collegiate System and Student Culture

University of California, Santa Cruz, Calif. 95060; Institutional; Fall 1965—Spring 1969.

A comparative field study using a questionnaire with from 600 to 1,000 students in an attempt to measure "effects of a college system on student culture" academic attitudes and inter-personal environments, to "examine the role of a collegiate system in sponsoring and maintaining a distinctive student culture."

• NEWCOMB, THEODORE M., AND DONALD R. BROWN

Comparative Study of Residentially Based Undergraduate Instruction in Five Universities

Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Mich. 48104; August 1967—August 1972.

A comparison of students in new residential college units with undergraduates in other units at five universities, using several established instruments with several hundred students on each campus, to compare residential with other undergraduate units "with respect to 1) characteristics of entering students, 2) characteristics of students' daily lives, and 3) impacts such as changes in intellectual and other values, attitudes, vocational interests, post-college plans, and drop-out rates." Institutions include: University of California at Santa Cruz, and at San Diego, University of Michigan, University of Kansas, and Florida State University. One instrument of local design is used.

• OOSTHOEK, J. K., EVERWIJN, S. E. M., AND R. R. GRAS

The Study Behavior of First Year Students: Motives of Choosing, Attitude and Approach

Bureau of Current Research and Statistical Studies, University of Utrecht, Kromme Nieuwe, Gracht 29, Utrecht, The Netherlands; Institutional; September 1965—September 1968.

In the *Register of Current Research in the Social Sciences, 1966–67*, published by Royal Dutch Academy of Sciences: Social Science Council.

• PACE, C. ROBERT

Studies of College Environments

University of California, Los Angeles, Calif. 90024; College Entrance Examination Board; Completion date—October 1968.

A continuation of the earlier work on the measurement of college environments as well as the initiation of special research related to college admissions.

• PATE, ROBERT H., JR. (Dissertation)

University Environment as Expected and Later Perceived by Freshmen

Guidance and Testing Center, University of North Carolina, Chapel Hill, N.C. 27514; Institutional; June 1967—February 1968.

An investigation of "the relationship of pre-enrollment experiences to the difference between the environment, assessed by College and University Environmental Scales, expected by entering students and that which they later perceive." Data from CUES and local questionnaires from 300 new students (fall 1967) at University of North Carolina. Indicates the impact of institutional practices on environmental expectations of entering students. (Mr. Pate's address is: School of Education, University of Virginia, Charlottesville, Va.)

• PERVIN, LAWRENCE A.

Dissatisfaction with College and the College Dropout: A Transactional Approach

University Health Services, Princeton University, Princeton, N.J. 08540; National Institute for Mental Health & U.S. Office of Education & Institutional.

An experimental use of TAPE (Transactional Analysis of Personality and Environment) with students at "campuses around the country," 1) to "investigate the relationship of discrepancies between student perceptions of themselves and parts of their college to dissatisfaction with the college, 2) to assess the utility of TAPE in differentiating among colleges, in assessing student-college interaction, and in viewing the college as a social system." May help further interpretation of college in "system terms," and lead to possible future use of TAPE to fit students to colleges.

• PERVIN, LAWRENCE A., AND WILLARD DALRYMPLE

Effects of Student-College Interaction on Performance

Princeton University, Princeton, N.J. 08540; U.S. Public Health Service & National Institute for Mental Health; January 1964—December 1969.

A longitudinal description of the "personal health, academic performance and satisfaction with college," of one class of Princeton undergraduates "through the college years and one year post-graduation." Tests hypothesis "that environmental satisfaction of needs and confirmation of expectations are related to health, optimum academic performance and satisfaction with college . . . and that environmental frustration of needs etc., are related to illness, inhibited academic performance and dissatisfaction . . ." Data are being gathered regarding: 1) changes in students needs, 2) changes in perceptions of college, 3) changes in satisfaction with academic and nonacademic aspects of college life, 4) relationship between academic performance and extracurricular achievement, and 5) sources of stress and degree to which it manifests itself in disturbances (of daily activities and relationships).

• RICHARDS, J. M., JR. and L. RAND

College Environment

American College Testing Program, Iowa City, Iowa; American College Testing Program; Completion date—1968.

Studies in progress include "an assessment of the policies and practices of graduate school departments, and a factor analysis of items concerning college features and experiences." Aims to describe college environments "in accurate and parsimonious ways," and "to assess the extent to which student input creates the college environment." Future plans include "a description of the environments of American graduate departments."

• SNYDER, BENSON R., AND MERTON KAHNE

Student Adaptation Study

Education Research Center, Massachusetts Institute of Technology, Cambridge, Mass. 02139; Institutional & Grand Foundation & National Institute of Health; September 1961—.

A continuing longitudinal case study, beginning with 893 students in Massachusetts Institute of Technology Class of 1965, with 100 demographic and psychological variables collected for each student, and specific paths for each individual plotted, in order: 1) to describe the range of adaptive and coping patterns that are characteristic of the undergraduate at Massachusetts Institute of Technology; 2) to specify the cognitive, social, and emotional tasks set up by the institution for the student; and 3) to describe the relationship between the individual's characteristic and special adaptive patterns and his ability to become adept at or to contend with these tasks. Preliminary report includes finding that higher education "extends the capacity of some students to adapt to diversity . . . but others to become fixed . . ."

• SPENCER, RICHARD E.

Validity of the "High Risk" Identification of Freshmen

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

• STEGMAN, WILBUR N.

A Study to Develop Living Area Activities Designed to Improve the Retention Ratio of Potential Student Dropouts

Dean of Students' Office, Southwest Missouri State College, Springfield, Mo. 65802; Federal; September 1968—August 1969.

A research study designed to use graduate students in college living quarters to help potential school dropouts through experimental grouping and treatment. The objectives include the identification of potential dropouts and the providing of an emphatic assistant who will aid potential dropouts to stay in college successfully and in a self-satisfactory manner.

• STOTLAND, EZRA, COHEN, JOSEPH, AND RICHARD MORRIL

Student Housing Needs and Preferences Study

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; Institutional; October 1964—June 1968.

A survey of 7,000 University of Washington students by questionnaire "to ascertain student housing needs and preferences and their implications for the planning of university housing for single students, with an aim directed primarily towards the planning of new residence halls." Instrument may assist institutions to get at the reasons that students choose to live in and to leave university dormitories. Much background research at University of Washington has preceded this housing study.

• TURNER, FLOYD, RECORD, AL, AND TOM LINNEY

Campus Self-Studies of Student Stress and Development

U.S. National Student Association, 2115 S Street, N.W., Washington, D.C. 20008; U.S. Public Health Service & National Institute of Health, & National Institute for Mental Health; May 1966—May 1969.

"On 15 campuses and four regional areas across the country, students, faculty, and administrators will join in a series of conferences and seminars to study the sources of student stress, the major stress problems functioning in the college experience, and the types of solutions now being offered and considered for these problems. The participants will then evaluate a number of new alternatives for preventive programs for themselves in their daily activities in the college community. Reports will be prepared by professional consultants and faculty and will be assimilated into three major reports for national distribution. These reports will deal basically with the effectiveness of this study technique and the value and implications of the reccomendations that result. . . . Generally the method is to involve students and faculty in problem-finding and problem-solving groups centered around the question of the stresses students face."

• VIA, MURRAY

A Repeat-Test Study of Attitudinal Change in College Freshmen

College Student Personnel Institute, George and Margaret Jagels Building, Claremont, Calif. 91711; **Personal; Summer 1966—Summer 1968.**

Exploratory case studies of 70 freshmen, using a repeat testing with a battery of five standardized tests, "1) to determine the difference between real attitudinal change and temporary incidental fluctuations in attitude as evidenced by repeated tests of first semester college freshmen, 2) to examine the effect of environmental circumstances upon changes in attitudes during the first semester, 3) to check test consistency with expected variations in mood." This study tests a hypothesis concerning "weaknesses inherent in utilizing single test results in generalizing about student norms."

• WHITNEY, MARY E.

The Key System at the University of Virginia

University of Virginia, Charlottesville, Va.; **Institutional; November 1, 1967—June 1, 1968.**

A project to determine the feasibility of and attitudes toward allowing women to be issued a key to the front door of their residence hall and therefore being allowed to leave and enter the building at any time, day or night.

• WINANDY, DONALD, AND KEITH W. SMITH

Student Characteristics and Retention in Illinois Colleges

Board of Higher Education, State of Illinois, 300 East Monroe, Springfield, Ill. 62701; **U.S. Office of Education; November 1967—July 1968.**

A descriptive study concerning retention of 1960 and 1965 freshman classes and characteristics of the 1967 freshman class from both public and private institutions in Illinois. Questionnaires were sent to 30,000 students to obtain data assessing the "fit" of educational programs to individual and societal needs, and to project future program and facilities requirements.

• WUEST, FRANCIS J., AND ROBERT G. JONES

An Environmental Study of Lehigh University

Department of Psychology, Lehigh University, Bethlehem, Pa. 18015; **Institutional; September 1966—Summer 1968.**

A study to "obtain quantitative estimates of the normative, intellectual and social factors which shape the learning environment of Lehigh University . . . The information obtained by this investigation has already had a significant impact on the university's self-awareness and in its thinking for the future. It has directed attention to the needs and situations of students in the university, and to the problems created for the university by type of student who is attracted to it."

• YONGE, GEORGE, AND KATHLEEN MOCK

Institutional Accommodation of Students Typed by Ability and Intellectual Motivation

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; **U.S. Office of Education; Summer 1968—.**

A study focusing on "certain types of students during their first two years of college . . . their disappointments and satisfactions, pressures and anxiety . . . successes or failures. The study seeks answers to questions such as: What types of students are accommodated by the university so that they persist for at least two or more years? What types of students transfer from one campus to another, to other institutions, or discontinue . . . their formal education? What students with high potential are not accommodated by the University?"

•1966—1967 RESEARCH

•BOLTON, CHARLES

"Patterns and Determinants of Student Affiliation at a Public Urban Commuter College." ***Research in Education,*** **July 1967 (7), 11.**

An examination of several aspects of student affiliation with Portland State College, a nonresidential school, along with the different processes which produce varying degrees of affiliation and dissatisfaction with the school. Concerned with three problems: 1) development of quantitative measures of the course of student affiliation with the college, 2) determination of the nature and potency of personal and social forces which contribute to affiliation with the college, and 3) determination of whether affiliation as measured in the study, is related to student dropout and retention. There has been an examination of six aspects of affiliation: 1) identification with the American collegiate system, 2) identification with Portland State College *per se*, 3) identification with the college as an intellectual community, 4) identification with formal vocational training aspects of the college, 5) affiliation with extracurricular activities, and 6) affiliation with peers attending the college. The study included a random sample of the freshman class of fall 1966 followed through three years of college, and a sample of transfer students who began college in fall 1966 and later transferred.

• CREAGER, JOHN A.

"Interaction Between the Student and the College Environment." *Research in Education*, November 1967 (11), 31.

A discussion of a theoretical scheme for matching students to colleges through a directory containing profiles of student characteristics and of college environmental characteristics. Could be used by the student and his counsellor, to yield predictive output in formation relevant to achievement of specific goals, such as acquisition of a particular degree, stimulating academic atmosphere, and financial and geographic limitations. College admissions officers could use the directory to assist in the selection of those students who might best aid in the maintenance of the acquisition of preconceived standards. The high school counsellor and the admissions officer would not use the directory to make finalized, automated personnel decisions, but as a tool to be used along with other information.

• GOLDBERG, LEWIS R.

"Student Personality Characteristics and Optimal College Learning Conditions." *Research in Education*, February 1967, U.S. Department of Health, Education and Welfare, (2), 6.

A study to discover the number and nature of any personality characteristics of college students which predispose them towards learning more effectively from one, rather than some other, particular college instructional format. Analyzes data collected from a previous large scale study which involved about 900 college students taught by one of four different instructional formats in each of two college courses. They completed a comprehensive battery of personality measures which included 30 structured personality, motivation, and attitude inventories, yielding over 500 personality scale scores for each individual.

• HAGSTROM, DAVID ALAN

"College Image and Organizational Character: Differentiated Perceptions of Various Groups in a Junior College." *Dissertation Abstracts A*, 27(7), 2026–27, University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to describe the college image and organizational character of a particular junior college, organizational character being defined as the derived treatment of pooled perceptions of various publics. The College and University Environmental Scales and two questionnaires designed to record the various perceptions of college image were selected and administered to 610 participants comprised of faculty members, college students, alumni, residents of the local community, high school counselors, and high school seniors. The study found that although there were differences in the ways various groups perceived the college environment, it was clear that all the reporters were describing the same place. New students were unable to anticipate the college environment. A singular public image of the college did not exist. The students described the college as a place where the individual was important and where he received much individual attention. Many students, faculty members, and alumni perceived of the college as having a special quality that distinguished it from other institutions. Most of them singled out individual concern as the special quality. However, the junior college was not considered different from other colleges, and its students were not considered different from those at other colleges and universities.

• KASPAR, ELIZABETH ANN

"An Investigation of College Climate among Students of Varying Ability: Comparisons within the Albion College Climate and across Types of College Climate." *Dissertation Abstracts A*, 27(7), 2071. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to assess discernible differences among the perceptions of the Albion College climate by students of high, middle, and low ability. Student perceptions of the college climate were assessed by means of the College Characteristics Index. The subjects were a random sample of 109 sophomores, juniors and seniors at Albion College. For each student data were available on College Characteristics Index responses, Scholastic Aptitude Tests, and grade point average. The results showed that most aspects of the college climate were perceived similarly by students of varying abilities. This, perhaps, reflected the homogeneity of the student body at Albion College. Albion students of middle and low realized ability were more sensitive to the "vocational climate," than students of high realized ability. In addition, Albion students of middle potential ability were more aware of "academic organization," that is, a high degree of structure and regimentation in the academic environment, than students of low potential ability. Comparisons were made between the Albion College environment as perceived by average students, and Pace's five types of college environment. The Albion environment resembles Pace's in being science oriented and highly competitive. But, unlike the scientific environment, the Albion climate is notable for a high degree of organization, close supervision of academic work, and a relatively homogeneous student body.

• PERVIN, LAWRENCE A.

"Reality and Non-Reality in Student Expectations of College." *Journal of Psychology*, 1966, 64(1), 41–48.

A study of students entering Princeton University and their expectations about the Princeton environment, using the College Characteristics Index prior to arrival on campus. Expectations about their own performance at college were indicated during freshman orientation week. Expectations about the press of the college environment were accurate in terms of the relative strength of the presses, but inaccurate in terms of the absolute strength of the presses. Similarly, there was a tendency for self-expectations to be relatively associated with actual academic performance, but students generally overestimated their level of performance. Demographic, intellectual, and personality variables were all related to differences in expectations.

• RAND, LEONARD PETER

"A Study of the Relationship between the Matching of Student and Institutional Characteristics and College Choice Satisfaction." *Dissertation Abstracts A*, 27(9), 2832. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study of the relationship between student satisfaction with his choice of college and the extent to which certain of his own characteristics match those of others at his college. The study also investigated which matched student and institutional characteristics are more important than others in predicting and discriminating the degree of student satisfaction. In the spring of 1964, 7,257 students at 24 colleges were tested with the American College Survey. Personality and interest, scholastic potential, and subcultural orientation were selected as variables. The results indicate, among other things, that in four instances, groups of students who were above average on the relevant characteristics had the highest percentage of very satisfied students.

• SELECT COMMITTEE ON EDUCATION

University of California, Berkeley Academic Senate. *Education at Berkeley*. Berkeley, Calif.: University of California, 1966.

A study of the Berkeley campus of the University of California. In April, 1965, nine-tenths of a sample of students, selected with care to represent the entire student body agreed that they were satisfied with courses, examinations, and professors. Considerable experimentation and innovation are suggested. A new degree, the doctor of arts, intended for people who are interested in college teaching, has been proposed. The curriculum for this degree would place less stress upon research. In general, it is urged that greater attention be given to the views of students by the faculty and administration of the university. Among the chapters are The Berkeley Students, The Improvement of Teaching, Freshman Admissions, Advising and Orientations of Students in Letters and Science, Grading, A Board of Educational Development, and New Programs.

• WALLACE, WALTER L.

Student culture: Social Structure and Continuity in a Liberal Arts College. Chicago, Ill.: Aldine Publishing Company, 1966.

A study of the manner in which students in a small Mid-Western liberal arts college become assimilated into the local "campus culture." The main concern is with the general human problem of "learning the ropes" in a new social situation. Hence, the findings have implications for the study of the assimilation of new members into various kinds of associations and organizations as well as educational institutions.

EFFECTS OF THE COLLEGE EXPERIENCE—consequences of the educational program for the student, with emphasis on the effects of the total, long-term relationship. (The connection of these studies with those on environment is often direct.)

•CURRENT RESEARCH

• ANGRIST, SHIRLEY S.

Role Outlook of Educated Women

Margaret Morrison Carnegie College, Carnegie-Mellon University, Pittsburgh, Pa.; Institutional; 1964—1968.

A study ". . . to assess existing self-concepts, attitudes and aspirations of freshman women, to trace their change and to ascertain what student and institutional variables are associated with change during the four years of college." This longitudinal study of one class in the Women's College of a coeducational university will involve intensive yearly assessment of role outlook in the areas of education, work, marriage, and family life. Both interview and questionnaire methods are being used in the study.

• ARNOLD, (SISTER) MARY FREDERICK

Motivation of College Freshmen and Its Relation to Academic Success and Self-Esteem

Psychology Department, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, Calif. 90049; Institutional; January 1968—January 1969.

A study of the motivational patterns of 22 college freshmen and the relationship of their motives to academic success and self-esteem. Test results of several standard instruments were used to determine whether there are differences in motivational patterns between successful and unsuccessful freshmen and to study the relationship between academic success and growth or decline in self-esteem in the light of particular motives.

• ASTIN, ALEXANDER W.

Undergraduate Achievement and Institutional Quality

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; National Science Foundation & American Council on Education; Fall 1961—Spring 1968.

A comparative field study to test the hypothesis—"the almost universally accepted folklore" —that centers of excellence enhance the intellectual functioning of students and in particular of the bright students. Uses scores of several standardized academic tests for 2,500 entering students at 114 institutions, tested as freshmen in 1961 and again in 1965. "Preliminary findings indicate that intellectual development is not affected by the traditional indices of excellence or quality."

• ASTIN, ALEXANDER W., PANOS, ROBERT J., AND JOHN A. CREAGER

Longitudinal Research on Higher Education Systems

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education & National Science Foundation; 1965—.

"A long-range longitudinal study of student development in a representative national sample (300 institutions) of junior colleges, four-year colleges, and universities . . ." reporting questionnaire responses for 250,000 entering freshmen per year (smaller random samples for follow-up studies). "The general plan is to collect comparable information regularly from the entering students from each institution each fall, and to conduct periodic followups of these students during college and subsequent to graduation. Data will be used: 1) to conduct longitudinal studies of differential institutional impact on the students; 2) to prepare annual tables of institutional norms . . . 3) to monitor national trends in college environments and . . . student characteristics; and 4) to provide a comprehensive data base . . . for other researchers . . ." Questionnaire has 175 items, containing "a common core of basic demographic and background items."

• BAUR, E. JACKSON

College Size and Quality of Education

Department of Sociology, University of Kansas, Lawrence, Kans.; Carnegie Corporation & Institutional; June 1966—August 1971.

An experimental comparison of 2,000 University of Kansas students on several standardized scales "to study the consequences, for the education of college students in a large university, of dividing freshmen and sophomores into small subcolleges."

• BERDIE, RALPH, AND BONIFACE PILLIPIL

Historical Study of 1963 Freshmen

Student Life Studies Office, University of Minnesota, Minneapolis, Minn. 55455; Institutional; 1968—1969.

A survey of the whereabouts of some 9,000 persons who enrolled as freshmen at the University of Minnesota in 1963—where they went, what occupations they entered, etc.

• BEVAN, JOHN M. (Sponsor), AND ELIZABETH B. MASON (Dissertation)

Clinical Study of Student Types Within a Charter Freshman Class

School of Education, University of the Pacific, Stockton, Calif.; March 1968—Fall 1968.

A study of the charter class of Callison College (80 in fall 1967 and 10 faculty members), "with particular emphasis on a clinical description of certain student types," and individual case studies of selected students widely acknowledged by peers and faculty as: 1) "most suited for the Callison program (male and female), 2) least suited for the Callison program, 3) most changed . . ., 4) leader in scholarship, 5) political leader." Builds upon body of previous data, beginning with "first day of arrival at freshman camp." Results of several standardized scales available. (College Characteristics Index, Stern Activities Index, Strong Vocational Interests Blank, peer ratings, and interviews.)

• CENTRA, JOHN A., AND RODNEY T. HARTNETT

Attitudinal Differences among Catholic College Students Exposed to Catholic Education

Educational Testing Service, Princeton, N.J.; Educational Testing Service; September 1967—December 1968.

An exploratory study of 2,000 freshmen from 13 institutions of higher education "to explore variance among attitudes of Catholic freshmen in Catholic and non-Catholic colleges who have attended both Catholic and non-Catholic secondary schools."

• DUCANIS, A. J.

Comparison of Students of Two- and Four-Year Colleges

New York State Education Department, Albany, N.Y. 12224; U.S. Office of Education.

A study to compare 8,000 full-time, entering college students of two-year and four-year institutions over a four-year period. Data will be gathered in four states: 1) at entry, measures Scholastic Aptitude Test, personality characteristics, background, and perception of college environment; 2) second year, measures of achievement and personality, information about transfer or termination plans; 3) third year, achievement and environmental perception; 4) achievement scores and grade point averages obtained are analyzed. Result will be "a comprehensive view of the two-year college student as contrasted with the four-year college student."

• ELTON, CHARLES, AND HARRIETT ROSE

The Face of Change

University of Kentucky, Lexington, Ky. 40506; Institutional; Spring 1968—.

A study of personality and value change in a random sample of 350 University of Kentucky graduating seniors, who had taken the Omnibus Personality Inventory as freshmen, compares changes among groups in highly different curricular programs, for example, engineering (highly structured), commerce, and liberal arts. Engineering seniors, as a group, "did not change differently from other males." For the students in this study, "personality test score change would seem to consist primarily of humanistic thinking, intellectual and social liberalism, emotional growth, and tolerance for ambiguity. Also noteworthy indications are the growth of their selectivity . . . of friends and the less exaggerated acceptance of their sex roles."

• FISEMAN, JOSEPH, AGGER, ROBERT E., SZCZEPANSKI, JAN, AND JAN WOSKOWSKI

Impact of Teacher Training on Student Values (Poland case)

Political Science Department, University of Oregon, Eugene, Oreg. 97403; U.S. Office of Education; Completion date—1967.

A study that aims to "determine the forms . . . whereby the values of the Polish system are inculcated into the school organization . . . especially regarding the teacher as a socialization agent." Descriptive phase of project includes: analysis of the "traditions" and current policies underlying the organization of the Polish educational system, of curriculum of teacher training centers, of the teaching syllabi, and observation of classroom situations in primary and secondary schools; interviews with officials and academic faculty. Experimental phase includes interview with stratified random sample of teacher-residents at a co-op housing unit of Polish Teachers' Union in Warsaw.

• GURIN, GERALD

Students' Development in College as Outcomes of Initial Characteristics and College Experiences

Survey Research Center, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education; 1967—.

A project ". . . to investigate the conditions associated with varying outcomes of students' college experience, outcomes that are presumably significant both as aspects of maturing and as consequences of educational influences. The general procedure will be a test-retest situation with some utilization of interviews. Appropriate statistical analysis of data will be included."

• HARP, JOHN

Changes in Attitudes and Opinions of College Students

Agricultural Experiment Station, Cornell University, Ithaca, N.Y. 14850; Institutional; 1963—1968.

A longitudinal comparison to investigate the relationship between the academic social system and the expectations, attitudes, and opinions of rural and urban students, and to determine to what extent changes in the student are a function of the academic structure and/or his own socio-cultural and personal characteristics. Study began with analysis of changes in values and opinions of 944 Cornell students interviewed in 1950 and again in 1952. It then proceeded with "an original survey of a random sample of 1961–62 Cornell students" and construction of a "more rigorous experimental design for the purpose of testing the effect of salient variables isolated in the two surveys."

• HEATH, DOUGLAS H.

Maturing in College: Analysis of Becoming Liberally Educated

Haverford College, Haverford, Pa.; National Institute for Mental Health; Completion date—December 1967.

An experimental comparison of Haverford College students and alumni "for every fourth year since the end of World War II," by means of several standardized measures, plus intensive interviews, with studies of Italian and Turkish university students testing the generality of the model of maturing in different religious cultures, to "test a theory of maturing and the applicability to personality changes between ages 17 and 21, and determine the socio-institutional determinants of that maturing."

• HINES, ROBERT C.

1966 Freshman Performance Study

Office of Institutional Research, University of California, Berkeley, Calif. 94720; Institutional; January 1967—Spring 1968.

A comparative study of 2,000 freshmen, using American Council on Education Freshman Survey 1966 and University of California, Berkeley, academic records "to discover significant relationships between academic performance and demographic and personality characteristics . . . fall, 1966. A simple comparison of scholastic performance . . . with the American Council on Education findings . . ."

• ISCOE, IRA, AND MILDRED DOUGLAS (Dissertation)

How University Seniors View Their Four Years

Psychology Department, University of Texas, Austin, Tex. 78712; Institutional; Completion date—March 1968.

An exploratory questionnaire sampling of graduating seniors of the college of arts and sciences of the University of Texas plus a sample of engineering students. Asks the questions: What have been their constraints, what have been their problems and high points, what courses have been of "extreme interest" to them and what courses were "not worthwhile at all," what type of financial support have they had, and where have they lived.

• JENCKS, CHRISTOPHER

The Limits of Schooling

Harvard University, Cambridge, Mass. 02138; Carnegie Corporation & U.S. Office of Education, & Guggenheim Foundation; September 1967—September 1969.

A critical exploratory review, through use of library resources, of the "empirical evidence of the long-term effects of formal schooling on cognitive development, values, career choices, income, etc." to attempt appraisal of "whether existing institutions and practices have yielded the benefits usually claimed for them by educators."

• KENNEDY, CARROLL E., JR., AND DAVID G. DANSKIN

Integrative Experiences of College Students

Kansas State University, Manhattan, Kans. 66502; National Institute of Mental Health & Institutional; 1967—1970.

A descriptive study using interviews and weekly group observations as well as several established personality measures with approximately 160 students at Kansas State University to discern the key developmental phenomena in process and to examine methods of communicating such experiences to the campus community. "Multi-Dimensional Observation Systems should provide an enriched background out of which to generate testable hypotheses and conceptualize a milieu for student growth."

• LA FORGE, ROLFE, SHOULDIS, ROBERT, AND WILLIAM BANAKA

Class of 1970, University of Portland

Psychology Department, University of Portland, Portland, Oreg. 97203; Institutional & Alumni; 1966—1967.

A comprehensive study of the Class of 1970, building upon the results of Paul Heist's Eight College Study, using an extensive questionnaire with all 1966 freshman plus interviews of one hour with a random sample of 83, "to provide an up to date, objective basis for future policy decisions" by the university, a Roman Catholic institution. The study, especially the interviews, will continue through senior year, and is expected to reflect changes in institutional impact on students in view of recent changes such as a self-study, a faculty self-examination, and the formation of a new governing board, as well as a change in focus in American Catholic higher education. Questionnaire solicits information on demographic data, socioeconomic background, present source of financial support, subcultures, student goals, reasons for matriculating, anticipations, religious preferences and practices, and attitudes toward education and politics. Also 471 scored items of the Omnibus Personality Inventory. Interim report contains description of interview process. "Interviews began in January and continued into April [1967]." Of special interest: In interviews the subjects considered personal development to be the primary purpose of a college education, but most frequent criticism concerned lack of intellectual stimulation by environment and faculty. Over half of the interview sample mentioned as a strength that "Teachers are approachable, interested in students, talk to them after class," or the like. This comment was made by about three times as many students as was the cited criticism about a lack of intellectual challenge.

• MALLINSON, GEORGE G.

Factors Affecting College Students' Achievement in Science

School of Graduate Studies, Western Michigan University, Kalamazoo, Mich. 49001; U.S. Office of Education; 1967—1971.

A four-year study of college science students, using questionnaires, college transcripts, and the Kuder Preference Record for 1,000 students who previously participated in the "Science Motivation Project," to determine "1) to what extent such student characteristics as reading ability, mental ability, interest and science achievement in high school relate to the later selection of and success in, science courses in college, and 2) how the background of secondary school science teachers and families of the students relate to the same." Student sample to be compared with noncollege student sample.

• MORISHIMA, J. K.

Post-Baccalaureate Education

Office of Institutional Educational Research, University of Washington, Seattle, Wash.; Institutional; April 1966—June 1970.

A project to investigate the formal education of our baccalaureates after the baccalaureate has been awarded.

• NEWCOMB, THEODORE M., AND KENNETH A. FELDMAN

The Impacts of Colleges upon Their Students

Institute for Social Research, University of Michigan, Ann Arbor, Mich. 48104; Carnegie Foundation; Janary 1968—.

A completed report to the Carnegie Foundation of "an attempt to integrate a wide variety of published and unpublished studies from the middle years of the 1920's to the middle years of the 1960's dealing with the impacts of colleges upon their students." It "began as an attempt to assess the evidence concerning the nature of values held by American college students as related to the variety of colleges . . ." Includes a 38-page bibliography, and raw data charts accompany a 311-page text. Some major aspects examined are: changes in values, goals, authoritarianism; political, economic, social, religious and intellectual orientations; freshmen-senior differences; sequence of experiences; major field; residence groupings; student culture and faculty relationships; and persistence and change after college.

• NEWCOMB, THEODORE M. (Sponsor), AND SANDRA S. TANGRI (Dissertation)

Unconventional Career Orientations among College Women

Institute for Social Research, University of Michigan, Ann Arbor, Mich. 48104; Personal; November 1967—August 1968.

An analytical study based on 350 women in the 1963 cohort of seniors involved in the Michigan Student Study at University of Michigan. Includes questionnaire "data on occupational aspirations, background characteristics, college experience, and the Omnibus Personality Inventory and semantic differential on self-concept" plus results of six testing sessions, 45 minutes each, with a total of 118 women for three other personality and attitude measures, to discover how career women, that is, those who aspire to some degree of eminence and concentration in a career, may differ from women who aspire only to traditional female occupational roles. Possible areas of difference to be examined include: 1) background characteristics, 2) college experience, 3) personality and attitude characteristics.

• PEMBERTON, CAROL

University Impact Study

University of Delaware, Newark, Del. 19711; Institutional; September 1963—June 1968.

A study of student change during the undergraduate years, with special reference to under-achievers, over-achievers, and students performing as predicted. A descriptive comparison of 839 1967 seniors at University of Delaware, 400 of which took College Student Questionnaire, Part I, as freshmen, of which 76 were studied more intensively than the rest by personal interviews: "1) to assess change in educational and vocational plans, college activities, and attitudes longitudinally between freshmen and seniors; 2) to find out whether certain attitudes are more apt to change than others; 3) to relate such changes to sex differences, resident-commuter status, and curriculum; 4) to compare responses to College Student Questionnaire items for a group of under-achievers, over-achievers, and students performing as predicted, and find in which areas there are the most significant differences."

• REGAN, MARY C., AND GEORGE D. YONGE

Study of Student Change

University of California, Davis, Calif.; Institutional; 1963—summer 1970.

A cross-sectional and longitudinal study, testing and retesting with the Omnibus Personality Inventory and the College and University Environment Scales plus an original student questionnaire, "to study change in intellectual interests, liberal orientation, and social-emotional adjustment . . . over four years. Aim is to determine experiences, perceptions, type of housing, etc. correlated with above mentioned personality change."

• ROSSI, PETER H.

Graduates of Predominantly Negro Colleges—Class of 1964

National Opinion Research Center, University of Chicago, Chicago, Ill. 60637; U.S. Department of Labor & National Science Foundation & National Institute of Health; Fall 1967—.

Sampling of 1964 Negro college graduates "to determine the employment aspirations, career decisions, and plans for graduate training," evaluated "in the light of the graduates' attitudes toward their school, the social situation on campus, and the graduates' concepts of employment prospects." Questionnaire to a stratified sample of Negro students in both predominantly Negro and predominantly white universities.

• SEWELL, WILLIAM H., AND ELDON L. WEGNER

Relationship of College Characteristics to Graduation

University of Wisconsin, Madison, Wis. 53706; National Institute for Mental Health; Completion date—1968.

Part of a larger study "to suggest which institutional characteristics are most conducive to completing a college education . . . in view of indications that many drop-outs . . . have academic potential to do college work . . . Preliminary results indicate that high status students, even those of low ability, are channeled into schools with high graduation rates whereas the opposite is true for low status students." This phase began with a one-third sample of high school seniors in Wisconsin in 1957 (10,000 with 1,889 males) followed up in 1964, who attended college in those years. "College characteristics were obtained primarily from standard handbooks on colleges and universities in the United States."

• SPIVACK, SYDNEY S., AND ROBERT P. ALTHAUSER

Comparative Study of Negro and White College Graduates

Sociology Department, Princeton University, Princeton, N.J. 08540; College Entrance Examination Board, Esso Educational Foundation, Field Foundation, Ford Foundation, New York Foundation, Alfred P. Sloan Foundation, Seth Sprague Foundation, John Hay Whitney Foundation, & Woodrow Wilson National Fellowship Foundation; July 1966—July 1969.

Survey research on 935 matched Negro and white alumni of three universities in New Jersey and Pennsylvania, "to determine to what extent a college degreee underwrites comparable economic rewards and middle class values and attitudes, when the degree recipients are Negroes from integrated versus predominantly Negro schools. Aims: "1) to trace the occupational careers of . . . Negro graduates . . . compared with a matched sample of white graduates . . . 2) to study differences in the backgrounds . . . and in their occupational mobility relative to their father's occupation, 3) to assess the differential impact of racial differences . . . on a host of factors intervening between college graduation and . . . outcomes," that is, employment experience.

• THOMAS, MARGARET J.

Survey of Presbyterian Scholarship Winners

Board of Christian Education, Presbyterian Church U.S., 801 East Main Street, Box 1176, Richmond, Va. 23209; Board of Christ, Education of Presbyterian Church U.S.; March 1966—.

A description of the winners of Presbyterian scholarships in the last 20 years who have graduated from college (325, with a return of 237), "to provide a comprehensive picture of how the Presbyterian scholarship winner views his participation in the church college and the church overall; to provide a demographic view of the winner, his family, and his relationship to church and community; to provide a view of his attitudes and belief . . ."

• TROYER, MAURICE E., AND GEORGE DOLCH

Replication and Follow Up of the 1926 Katz-Allport Study

School of Education, Syracuse University, Syracuse, N.Y. 13210; Personal; 1968—June 1969.

A comparative study of 6,000 students in 1926 with 2,000 alumni and 2,000 students in 1968, to discern relationships between socioeconomic, cultural, religious, academic, social, and ethical attitudes of students at Syracuse University now and four decades ago. Study influences of education, maturation, and societal change.

• TUCKMAN, BRUCE W., AND ANGELO GILLIE

The Role of the Community College in the Development of Self- and Occupational Concepts

School of Education, Rutgers University, New Brunswick, N.J. 08903; New Jersey State Education Department & Rutgers University Research Council; August 1967—June 1970.

A comparative field study, using the results of the Occupational Repertory Test from 700 male freshmen of a local community college, 95 male freshmen of a local university, and 40 noncollege youth, "to determine changes that occur in community college students' perception of themselves as contrasted with their perceptions of various occupations over the course of their two-year program, and to see if higher education leads to a greater perception of similarity between self and higher level occupations."

• TYLER, F. T.

Longitudinal Study of National Merit Scholarship Recipients

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; Institutional; 1956—1968.

A descriptive study using data from questionnaires on about 500 students over a four-year period to describe "some of the characteristics of college students and the changes which occur in some of their personality traits, values and opinions during the college years."

• TYLER, F. T.

Longitudinal Study of University of Victoria Students

University of Victoria, British Columbia, Canada; Institutional; 1966—1971.

A study of 700 freshmen as they develop and change through four years at the University of Victoria, using personality tests and questionnaire data, "to describe some of the characteristics of college students and changes which occur in some of their personality traits, values, and opinions during the college years."

• WARRINGTON, WILLARD

Michigan State University Student Inventory

Office of Evaluation Services, Michigan State University, East Lansing, Mich. 48823; Institutional; Fall 1967—1972.

Comparison of all new Michigan State University students and measures of their change across five years by means of the Michigan State University Student Inventory. Focusing on the undergraduates in University College, the investigator is especially interested in student perceptions of faculty persons, the generation gap, and other perceptual changes. Some 8,000 new students, including 6,000 freshmen, surveyed as base line in fall 1967. A second phase will test on actual academic performance, using academic content tests developed within the institution: Michigan State University academic inventory—September 1968.

• WILSON, KENNETH M.

Assessment of the Graduate Study and Career Plans of Seniors (Women)

College Research Center, Poughkeepsie, N.Y. 12601; Institutional; 1966—.

In itself this is a completed survey of career and graduate study plans of seniors at three women's colleges in spring 1966. But it also introduces long-term annual survey of seniors to be coupled with data on plans of freshmen as well as information gathered "at later points in their undergraduate careers to make possible: "1) description of the plans and changes in plans as well as 2) analyses designed to identify the factors associated with change within and among colleges." Estimated 53 percent response by seniors in three colleges.

• YUKER, HAROLD E.

Measuring and Predicting the Effects of College on Students

Center for the Study of Higher Education, Hofstra University, Hempstead, Long Island, N.Y. 11550; Institutional; 1966—.

A continuing collection and analysis of data on students at Hofstra University beginning September 1966, using the following instruments: 1) Grade Point Average; 2) Scores on standardized achievement tests such as Scholastic Aptitude Test and Graduate Record Examination; 3) High school decile; 4) attitude measures including three locally developed scales (the Yuker-Block Intellectualism-Pragmatism Scale, a teacher perception scale, and student perception scale to measure perception of the characteristics of Hofstra students). Aims to "1) discover or develop reliable measuring instruments to indicate changes in college students . . . 2) attempt to correlate . . . with specific experiences, 3) to attempt to correlate . . . with predictors . . ."

CERTAIN SPECIAL THEMES—student participation in governance (also see pp. 140-145), reform movements, "activist" youth, subcultures, and student leadership variables.

•CURRENT RESEARCH

• ARMER, J. MICHAEL

Fraternity-Sorority Membership and Educational Objectives

University of Oregon, Eugene, Oreg.; Institutional; September 1966—December 1967.

Substantive research to investigate the educational objectives of fraternity and sorority members relative to other university students. Specific objectives were to determine to what extent Greeks differ from nonmembers in their educational objectives, whether the observed differences may be a spurious result of differences between Greeks and independents in social class, and other background factors rather than membership itself, and, if not a spurious relationship, whether the observed differences appear to be primarily a result of the socialization of new members into the educational values of the fraternity or of the recruitment of new members who already possess appropriate educational orientations of the fraternity. Offers some evidence on the extent to which the dominant educational function of a university is in competition with counter objectives of important subsidiary groups and activities within the university.

• ASTIN, ALEXANDER W.

Environmental Correlates of Student Protests

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education; Summer 1966—Summer 1968.

A comparative field study (with some case material), using data from 230 four-year institutions and data collected by Richard Peterson of Educational Testing Service, "to determine environmental characteristics of undergraduate institutions that are related to the frequency of various types of student protests . . . to provide administrators with a better understanding of how to predict and control various types of student protests."

• BLOCK, JEANNE, HAAN, NORMA, AND M. BREWSTER SMITH

Moral Political-Social Orientations of Student Activists

Institute of Human Development, University of California, Berkeley, Calif. 94720; Rosenberg Foundation & Foundations Fund for Research in Psychiatry; January 1966—March 1968.

A comparative description of samples of activists and cross-sectional data on students at Berkeley and San Francisco State as well as 194 Peace Corps trainees by means of biographical questionnaires and other instruments, 1) to provide a "description of psychological concomitants and antecedents of student activism, involving a comparison of activist and cross-section samples, and 2) to compare young people with differing orientations toward political-social action in regard to level of moral judgment shown in resolving moral dilemmas, self and ideal-self descriptions, and perceptions of parental socialization practices.

• BLUM, RICHARD H., AND EVA M. BLUM

Drug Use Among College Students

Institute for the Study of Human Problems, Stanford University, Stanford, Calif.; U.S. Public Health Service; Completion date—February 1968.

A study of individual patterns of use and their hypothetical correlates. Studies by various methods, the incidence, daily habits, subculture and behavior related to drug use in four higher education institutions. Presents questionnaire-developed; "drug use diary" in use on three campuses, sociological analysis in a religious college, anthropological observations of one subculture and psychological tests to be used.

• CABRERA, Y. ARTURO

Profiles of Mexican-Americans Who Graduated From College

School of Education, San Jose State College, San Jose, Calif.; Institutional; January 1968—July 1969.

"A pilot inquiry about college graduates . . . to lead to refined procedures, techniques and a more comprehensive study. Twenty-five subjects . . . sample . . . first step toward . . . a wide-scope investigation," of postgraduate progress of Mexican-American alumni "to determine success and failure differences in the acculturative process."

• CALDWELL, EDWARD

Inventory of Opinions and Activities of Institutional Seniors . . .

Office of Evaluation Services, University of South Florida, Tampa, Fla. 33620; Institutional; 1968—.

A "limited probe at the University of South Florida . . . to achieve some understanding of the students' posture on issues that are troublesome and to make changes that are possible and appropriate to stated goals of the university." The College Student Questionnaire II was given to a non-random sample of 247 seniors selected from senior seminar classes. Eleven scales measure student satisfaction with various facets of the university and solicit information dealing with activities and opinions on social, political, and religious questions. Normative data is reported on a representative sample of college students and comparative profiles are presented for specific college types such as private small colleges, teachers colleges, and state universities . . ."

• EGNER, JOAN R. (Sponsor), AND J. FREDERICKS VOLKWEIN (Dissertation)

Relationship of College Student Protest and Participation in Policy-Making to Institutional Characteristics

Department of Education, Cornell University, Ithaca, N.Y. 14850; Cornell Research Grants Committee; September 1967—August 1968.

A pilot study, describing "the link between impersonal bureaucratic structure . . . and student protest, alienation and desires for participation in policy making . . ." "Operates from the position that the structure of the university is also a variable which significantly influences student protest . . ."

• FLACKS, RICHARD, AND BERNICE NEUGARTEN

Youth and Social Change: Study III-Vietnam Summer Volunteers

Sociology Department, University of Chicago, Chicago, Ill. 60637; Vietnam Summer Project; July 1967—June 1968.

Analysis and sampling of student volunteers for "Vietnam Summer" by mailed questionnaires, (350 responses from 800 students) as another case study of "the kinds of students most likely to initiate movements for campus reform and societal change."

• FLACKS, RICHARD, ALTBACH, PHILIP, ALPEROVITZ, GAR, AND KENNETH KENISTON

Student Participants in the Vietnam Summer Project

Department of Educational Policy Studies, University of Wisconsin, Madison, Wis. 53706; Kennedy Institute of Government (Harvard University); June 1967—June 1968.

A field study using interviews with 500 participants in the Vietnam Summer Project and questionnaires to understand the "views, motivations, and backgrounds of student participants . . ." Contributory to information about "who student activists are, what their goals are, career patterns, etc."

• FLACKS, RICHARD, AND BERNICE NEUGARTEN

Youth and Social Change: Study I—Student Activists and Their Parents

Sociology Department, University of Chicago, Chicago, Ill. 60637; Carnegie Corporation & National Institute for Mental Health; July 1965—June 1968.

A field sampling of student members of civil rights and anti-war groups whose parents reside in Chicago area—100 students, 75 fathers, 82 mothers—by means of personal interview, compared with control sample of "students selected from Chicago area colleges, and their parents," attempting to identify the "social-psychological roots of student protest." Interest in "predispositions to social action."

• FLACKS, RICHARD, AND BERNICE NEUGARTEN

Youth and Social Change: Study II—The Anti-Rank Sit-in at Chicago

Sociology Department, University of Chicago, Chicago, Ill. 60637; Carnegie Fund; May 1966—June 1968.

A case field study of a student sit-in, using a random sample of student participants, a random sample of dormitory residents, and "a random sample of student signers of an anti-sit-in petition," by means of interview (N = 120).

• FREEDMAN, M., KANZER, P., AND R. CARR

Attitudes of Faculty to Student Power and Militancy

Department of Psychology, San Francisco State College, San Francisco, Calif. 94132; Institutional; February 1968—June 1968.

An exploratory study of the initial attitudes and responses of faculty members to student militancy, by means of interviews with 75 faculty members at San Francisco State College. "It is the hypothesis of the researchers that the response of the majority of faculty members to student militancy is repressive and punitive. Automatic responsiveness of this kind will inhibit the establishment of the dialogue necessary to resolve campus conflicts." Faculty Attitude Questionnaire includes eight open-ended questions, notes on observed relationships with students, professional rank, and some biographical information.

• GAMSON, ZELDA F.

Types of Student Organizations and Their Impacts within a University

Institute for Social Research, University of Michigan, Ann Arbor, Mich. 48104; Spring 1966—June 1969.

A comparative field study using questionnaires with 1,300 old members and 600 new members of 29 student organizations at a Midwestern state university, "to understand the nature . . . recruitment . . . and processes of selected sub-groups within the university, their effects on the development and change of students in them, . . . and (effects and influences) in the wider university setting . . ." A range of religious, and political groups, fraternities and sororities were deliberately selected (not randomly). Informant interviews with leaders and active members.

• GARDNER, DAVID P.

The California Free Speech Movement

University of California, Santa Barbara, Calif. 93106; 1968—1971.

A historical case study, using mostly unpublished sources—regents' records, administrative files, academic senate records, personal papers, personal journals and diaries—supplemented by personal interviews, "to report impartially the story of the Free Speech Movement, its antecedents and its implications." "The bewildering array of published works about this event may be referred to more as evidence of why a dispassionate and comprehensive account is needed than as proof that nothing more can be said . . . I hope to report on the Free Speech Movement as I did on the oath (California Loyalty, 1949–52) from the vantage ground that only time and evidence could gain."

• GILLIS, J. R.

Political Role of German University Students—1815–1848

Department of History, Princeton University, Princeton, N.J.; Institutional; Completion date—1968.

A social-historical study of "the political role of the German university students between the Wars of Liberation (1815) and the Revolution of 1848 . . . concentrating in the formation of youth groups during the early 19th century."

• HAAS, KURT

Hostility as a Social Motive

New Paltz Graduate School, State University College at New Paltz, New Paltz, N.Y. 12561; Institutional; 1967—.

A study to compare matched subjects that have different group affiliations in university-college and other schools, to test the hypothesis that "hostility may be the motivating force in stimulating certain types of group and individual social protest movements." "Over-all a good correspondence is predicted between the degree of hostility and the over-all character, intent and direction of the group to which particular individuals adhere."

• HECKMAN, DALE M.

Marks of Students Who Take Risk for Ethical Cause

Graduate Theological Union, 2465 LeConte, Berkeley, Calif.; Personal; Summer 1967—Summer 1969.

An exploratory study, primarily by means of scheduled interviews, of male university students who decide not to recognize the authority of the U.S. Selective Service system over their lives (The Resistance), others who for similar reasons emigrate to Canada, and a non-random sample of their peers with similar concerns but who decide to retain their draft cards. The present phase of the study focuses on the case of one prominent theological seminary community and the development of a Resistance group there. Preliminary attempt to differentiate among ways of perceiving the "cosmic context," the total world view. (This is the first of a series of inquiries into the basis of individual risk taking for various ethical causes.) One result may be to differentiate more precisely among "student activists."

• HEWITT, RAYMOND, AND ROBERT COPE

Comparing Institutions

Office of Institutional Studies, University of Massachusetts, Amherst, Mass. Institutional; Fall 1967—Summer 1968.

Descriptive data collected from 230 higher education institutions "to identify variables that are useful in making comparisons among institutions."

• KERPELMAN, LARRY C.

Student Activism and Ideology in Higher Education Institutions

Department of Psychology, University of Massachusetts, Amherst, Mass. U.S. Office of Education.

A comparative field study of 350 students at three very different higher education institutions in New England by means of several personality tests and political activity scales, "to investigate intellectual and personality characteristics of student activists and non-activists along the entire range of ideological viewpoints . . . to examine assumptions about the nature of student activism by taking comparative measures within the same campuses of student activists and their non-activist counterparts . . ." and to distinguish more precisely among background characteristics of politically involved students.

• LARSEN, SUZANNE

Cluster Grouping at the University of Tennessee: A Pilot Study

University of Tennessee, Knoxville, Tenn. 37916; IRO; September 1967—December 1967.

A project to determine if the grouping of students in at least three of the same course sections will give these students more of a feeling of warmth toward and identity with the university. Also aims to try and estimate the feasibility of such a study on either a collegewide or universitywide basis. Positive results would hopefully decrease dropout rate. Negative results might limit the use of enormous funds being used for living-learning complexes until more evidence would warrant this.

• MASON, ELIZABETH B.

Student Participation in Political Opinion

College Student Personnel Institute, University of the Pacific, Stockton, Calif. 95204; Institutional; 1967—1968.

A study on student participation in political opinion, involving the College of the Pacific, Raymond College, and Callison College.

• MAUSS, ARMAND L.

Junior College Subcultures

Department of Sociology, Utah State University at Logan, Logan, Utah 84321; Personal; Fall 1966—1970.

Exploratory field studies of junior college subcultures, adapting the typology of Clark and Trow to the junior college setting, to describe entering classes of various California junior colleges, using an original questionnaire.

• MILTON, OHMER

Attitudes of College Faculties toward Student Participation in Decision Making

University of Tennessee, Knoxville, Tenn. 37916; U.S. Office of Education & Institutional; June 1967—April 1968.

A descriptive survey by interview, using random samples of approximately 250 faculty members (total) at five institutions of higher education, "to conduct a systematic investigation of faculty attitudes towards students' participation in major decisions within the academic establishment."

• MORISHIMA, J. K.

Arts and Sciences Honors Program Evaluation

University of Washington, Seattle, Wash.; Institutional; September 1967—June 1969.

A project to determine progress of Arts and Sciences Honor's Program enrollees.

• ROBERTS, BRUCE B.

Leader, Group, and Task Variables of Leader Selection in College

Pomona College, Claremont, Calif. 91711; Personal; January 1965—March 1968.

An exploratory study among 129 students at the Harvey Mudd College, using the Omnibus Personality Inventory and Peer Choice questionnaires, to discern relationships among variables "during the selection of a leader as an aid in better understanding the college-initiated leader development process."

• STAHR, ELVIS J.

Current Status of Race Relations at Indiana University

Office of the President, Indiana University, Bloomington, Ind. 47405; Institutional; Completion date—May 1968.

Presented in a "Special Report to the University and the Public" by the president of Indiana University (May 1968), this study is a first "attempt to isolate in one document the specifics of what Indiana University has done and is doing and planning in regard to . . . the academic community stamping out the remedying the consequences of centuries of discrimination against the black individual . . ." Not in context of a white paper, but as a kind of inventory of the condition within the university. In seven parts: 1) The Grievance Committee on Discriminatory Practices; 2) Employment of Black Administrators and Faculty Members, as well as Recruitment of Black Students; 3) Greek Organizations; 4) Off-campus Housing; 5) Discrimination in Hiring Non-academic Staff; 6) Board of Trustees Policies; 7) University Publications; 8) Soliciting of Black Student Complaints; 9) Job Placement Services and Prospective Employers of Indiana University Graduates. A second part of the report deals with academic programs, for example the African Studies Center, Teaching of African Languages, Cultural Programs, etc.

• STERRETT, MARVIN D. (Sponsor), AND ROBERT L. COX (Dissertation)

Disposition of Student Misconduct in Higher Education Institutions

College of Education, University of Houston, Houston, Tex. 77004; Personal; August 1966—May 1967.

A comparative study using returns from deans of students at 78 institutions "to determine whether the disposition of student misconduct in higher education institutions is significantly affected by stated institutional characteristics," and the affect of these manners of disposition on campus environment.

• TROYER, MAURICE E.

Roles and Value Presuppositions of Students, Faculty and Administration in Policy Making

Syracuse University, Syracuse, N.Y. 13210; Rockefeller Foundation; 1962—1970.

Descriptive case studies using the "Troyer Inventory," developed previously at International Christian University in Tokyo, samples students and faculty in five institutions of varying size and type (private and public) in order to: 1) discover the congruencies between the perceived roles of students and faculty-administration on representative issues; 2) discover congruencies and incongruencies between the values perceived behind appropriate roles of students and faculty-administration; 3) explore the potential use of data from specific institutions for improving working relationships. "Faculty and administration roles are not differentiated."

• VON FRIEDEBURG, LUDWIG

Student and University in Berlin

Institute for Social Research, Johann-Wolfgang-Goethe University, Frankfurt am Main, Myliusstrasse 30, Germany; Institutional; Fall 1963—Summer 1968.

A historical case study, including standardized interviews with a random sample of 1,277 students and open-ended interviews with student leaders at the Free University of Berlin to "explain the failure of the peculiar constitution of the Free University, the development of student protest." This project includes an analysis of the relations between student representatives, faculty, and administrators from the foundation of the Free University of Berlin (1948) until 1964, and the political attitudes of the students in 1964. It proceeds with a description of the Berlin student revolt (1965–68) and the reactions of the mass media. The researcher seeks to take into account the political education and political attitude of the students, as well as the relationship between the institutional structure and participation of students in the self-government of the university.

• WATTS, WILLIAM, AND DAVID WHITTAKER

Interaction of Student Types and Sub-Cultures in Determining College Satisfaction and Success

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Department of Health, Education, and Welfare; 1967—1971.

An exploratory comparison, through observation, questionnaire survey, and interview, of student subcultures of several institutions. Intensive studies of student development on some of these campuses will follow, "1) to discover the dynamics of non-curricular impact on students, 2) to study the subcultures and bases for their differences and development, 3) to determine the operational, socio-psychological settings within which different students move and interact, 4) to discover the varying results of participation in student subcultures." Special interest in behavioral changes and especially in increasing involvement in nonacademic matters. Extensive interview data collected on freshmen at five campuses in the spring of 1967 will be supplemented with further data from sophomore and junior years of the same people.

2

STUDIES ON VALUES—assumptions, goals, purposes of the individual in relation to educational institutions.

•CURRENT RESEARCH

• HARDING, JOHN S., FRIEDRICH, LYNETTE K., AND DORIS ROSEN

Woman's Role and Academic Achievement (Values)

Cornell University, Ithaca, N.Y. 14850; U.S. Department of Health, Education and Welfare; 1967—.

An attempt to establish value orientation as a crucial variable in the understanding of achievement motivation among women. "Will involve subjects from the first and fourth quartiles of class cumulative grade averages matched for scholastic aptitude." Aims: "1) Replication of the finding that women will respond to cues with heightened achievement motivation scores only when the cues are value relevant; 2) examination of the relationship between value orientation and level of competence of academic performance; 3) investigation of the effect of the interaction of value orientation and achievement motivation scores in increasing the predictability of grade point averages."

• JOHNSON, S. W.

Progressive Changes in Students' Values, Needs, and Educational Objectives

State University College at Plattsburgh, Plattsburgh, N.Y. 12901; Institutional; June 1962—June 1969.

A comparative field study of 400 students at the State University College at Plattsburgh over four years (1962-66), using the Poe Inventory of Values and Edwards Personal Preference Schedule, "to analyze, by sex and curriculum groups, longitudinal changes in student value, need and educational objective patterns over the four-year college experience," for use in a more precise curriculum planning and for comparing "manifest accomplishments versus stated accomplishments of collegiate programs."

• LACUESTA, M., DIAZ, M., QUIAMBAO, C., AND N. HERNANDEZ

The Value System of Filipino College Students

National Coordinating Center for Study and Development of Filipino Children and Youth, 312 Quezon Boulevard Ext., Quezon City, Philippines; National Government, Republic of the Philippines; July 1963—Summer 1968.

A survey sampling of 4,194 college students in the Philippines, using College Student Questionnaire and local Value Scale, "to measure moral-spiritual values of Filipino college students, to determine the relation of these moral-spiritual values with socioeconomic background, type of education pursued, age and sex, ethnic origin and rural-urban backgrounds" and "to reveal the trends in the growth of moral-spiritual values of college students."

• MARSLAND, D., AND JEAN BOCOCK

Student Values and Attitudes: Change and Development During a Four-Year Course

School of Social Sciences, Brunel University, Great Britain; Institutional; Summer 1967—1969.

An analytical survey of student values and attitudes, dealing with politics, religion, race and other areas, using self-completed questionnaires, incorporating Richmond Culture Test, Rokeach Dogmatism Scale, and Allport-Vernon-Lindzey, etc., "to obtain objective measures of student characteristics and the ways these change during a four year university course, and to examine the functioning of the university as a social system and agency of socialization." Questionnaires were administered to the whole 1965 entry cohort (300 students) at one institution, repeated for four years, supplemented by sample interviews about mechanisms of socialization, etc. Broad objective: to discern the nature of the university as an environment of extra-professional adult socialization.

• PERLOE, SIDNEY

Effects of College on Values Relevant to Social Responsibility

Haverford College, Haverford, Pa. 19041; Personal & U.S. Office of Education & National Science Foundation & Institutional; 1964—.

A longitudinal case study of the impact of college on values relevant to social welfare obligations and participation in groups, using data from the Haverford College classes of 1968 and 1969. Measures of the values were developed and partially validated by means of interviews and comparisons with small samples from Lehigh University and Peace Corps trainees. Demographic, attitudinal personality and behavioral correlates of the two orientations are also studied . . . Might help in discovering college environments that will encourage the development of good citizenship in students. Especially interested in regard to "student participation in setting up and administering social control structure."

• REBOUSSIN, ROLAND

Changes of Norm and Value among College Students

Beloit College, Beloit, Wis. 53511; Institutional; 1967—.

A descriptive field study, using various instruments with students at Beloit College, "to describe in a longitudinal study the changes which occur in student norm and value systems from entering until graduation . . . and to specify some of the causal variables responsible for this change . . . To the extent that causal variables can be uncovered, prolebms of measurement solved, and general processes (especially outside the classroom) specified, the project is of more than local significance."

• RUTHENBERG, DONALD B., AND ROBERT HASSENGER

Student Values Study: Central States College Association

Office of Institutional Research, Illinois Wesleyan University, Bloomington, Ill. 61701; U.S. Office of Education; September 1967—September 1970.

Comparative case studies of "the differences in input and outcomes for students in the 12 church-affiliated colleges of the Central States College Association (10 Protestant, two Catholic), using several standardized instruments with 100 subjects at each college. "The focus is on differences among the colleges, and (differences) from other types of higher education institutions."

• WILSON, JOHN, WILLIAMS, NORMAN, AND BARRY SUGARMAN

Moral Education

Farmington Trust Research Unit, Oxford University, Oxford, England; The Farmington Trust Research Unit; October 1965—1975.

A study chiefly concerned with children and adolescents and with "all institutions that cater for them: schools, clubs, colleges . . . in a broad sense educational," to discover "what conditions, contexts, types of teaching, etc. can best assist individuals to develop a coherent and reasonable set of morals within their societies, and to achieve the emotional maturity to act on them . . . Draws on both religious and non-religious writings for . . . values and methods which may be useful for moral education." The project is also developmental and will later make recommendations based on the research, help organize training courses for teachers, and assist in the production of materials relevant to moral education. Interim report to be published in Penguin series 1968, as *Introduction to Moral Education* by John Wilson, et al.

• WRIGHTSMAN, LAWRENCE S., AND FRANK C. NOBLE

Changes in Attitudes and Values of College Students

Peabody College, Nashville, Tenn. 37203; Institutional; 1965—1970.

"A comparative longitudinal study of the values and philosophies of freshmen (classes of 1965, 1966, and 1967) to: 1) determine if students' philosophies of human nature change as a result of the college experience; 2) relate values and attitudes to academic achievement; 3) learn more about the background of students; 4) relate dropouts to attitudes toward the institution." Approximately 250 students per year respond to three instruments: the College Student Questionnaire, Philosophies of Human Nature Scale and Taylor's Manifest Anxiety Scale, presumably administered in senior year also.

•1966—1967 RESEARCH

• AXTELL, JOHN DAYTON, JR.

"Religious Attitudes of College Students of High Academic Aptitudes." *Dissertation Abstracts A*, 27(8), 2414. University Microfilms, Inc., Ann Arbor, Mich., 1967.

This study was concerned with the religious attitudes of 409 Protestant National Merit Scholarship winners and runners-up who entered college in 1956. A list of comprehensive but specific independent variables was developed in order to try to include the effects of many of the important factors related to change in value on religion. These independent variables were sex, thinking introversion, the intellectual meaningfulness of the student's religion to him, and identification with religious groups. Intellectual meaningfulness as well as change in value on religion was measured by Guttmen scales developed for this study. Thinking introversion was measured by a scale developed by Catherine Evans and T. R. McConnell. Identification was measured by a behavioral index developed for this study. Four hypotheses were tested, among them that when the other variables were controlled sex difference is not related to change in value on religion over the college span. Another hypothesis stated that when the other variables are controlled, there is a relation between intellectual meaningfulness of religion as assessed at the end of college, and change in value on religion over the college years. This hypothesis was proved. The study revealed that more than one-half of the respondents increased the value they placed on religion, 15 percent did not change, and 33 percent placed less value on religion.

• SKAGER, RODNEY, HOLLAND, JOHN L., AND LARRY A. BRASKAMP

"Changes in Self-Ratings and Life-Goals among Students at Colleges with Different Characteristics." *ACT Research Reports*, 1966(14).

Eleven self-ratings on personal characteristics and life goals were readministered, after a one-year period, to freshman and sophomore students at a sample of 10 diverse colleges and universities. Comparisons across institutions were made of students giving the same initial response to determine: 1) whether students at different colleges showed differential changes on the self-ratings and goals and 2) whether or not these changes were correlated with such objective measures of college characteristics as enrollment, selectivity, or the proportion of students in various curricula. Differential changes were observed on self-ratings of popularity and scholarship as well as for goals involving religious values, participation in public affairs, and making a contribution to science. In each case, change appeared to be related to several college characteristics. While some of the change measures were correlated with the initial means at the institutions studied, the findings did not appear to be accounted for solely by regression phenomena. Consequently, it is concluded that hypotheses relating institutional characteristics to personality in college students had been prematurely rejected.

• TRENT, JAMES

Religious Commitment and the Intellectual Life, Chicago, Ill.: University of Chicago Press, 1967.

A study comparing the intellectual and religious values expressed by freshmen and seniors at Catholic colleges with those of Catholics and non-Catholics enrolled in public and private colleges between 1959 and 1966. Aims to illuminate the nature of intellectual commitment in a religious subculture and the relationship of intellectual and religious orientations. Aims, too, at a fuller realization of the student vocation. Speculates about the source of the problem of Catholic intellectuality. Signs of intellectual development within the Church are revealed.

STUDENT CHARACTERISTICS—during the college years. Includes studies on the superior/talented/creative student, the disadvantaged, and minority groups.

•CURRENT RESEARCH

• ASTIN, ALEXANDER W.

Academic Achievement and Survival in College

American Council on Education, 1785 Massachusetts Avenue, Washington, D.C. 20036; American Council on Education; Fall 1965—Summer 1968.

A comparative field study of 38,000 entering freshmen in fall 1965, at a national sample of 58 institutions toward understanding the factors, both personal and environmental, influencing the students' academic achievement and persistence during the first year of college. Questionnaire being tested includes 175 items in the following areas: personal background, hobbies, past achievements, interests, values, and behavior patterns. Follow-up data include grade point average and survival for sophomore year. Data also provided on college admissions tests prior to entrance.

• BAIRD, L. L.

Conservation of Student Potential

American College Testing Program, Iowa City, Iowa; American College Testing Program; Completion date—1968.

Studies in progress seek to identify "talent loss for various kinds of potentiality at the high school-college transition," to identify "satisfiers and dissatisfiers for college students and to identify student potentialities which go unrealized or become realized during college." Eventual aims include predicting student attrition, determining student potentialities for accomplishment during later life, and developing more effective financial aid formulas and studying their effects upon student persistence. "Many of these areas are currently being examined in a comprehensive study of the characteristics of junior college students."

• BOWMAN, DAVID L., AND LARRY CAMPBELL

Selection and Training of Teachers of Culturally Disadvantaged

School of Education, Wisconsin State University at Oshkosh, Oshkosh, Wis.; U.S. Office of Education; August 1967—August 1971, (Phases I, II, III).

An exploratory comparison of three kinds of academically marginal freshmen by means of questionnaires, personal interviews, and College Characteristics Index "to develop and test criteria for selecting prospective candidates for teaching the culturally disadvantaged from among those university students now withdrawing from college for scholastic reasons . . ." and to develop an academic training program appropriate to this kind of student. Uses a descriptive base of: 1) "those students who attended Wisconsin State University at Oshkosh as freshmen (1966–67) and have attriculated (dropped out), 2) those who were freshmen during the 1966–67 school year and remained on campus on probation, 3) those who entered as freshmen on probation fall 1967–68." (1,536 students). Planning and pilot activities will continue during 1968 and a preparation program for 50 incoming freshmen with poor prognosis for college success and 50 freshmen who are on probation or have attriculated will begin June, 1969.

• **BRIDGES, CLAUDE F.**

Automation of Basic Admissions Variables at U.S. Military Academy

U.S. Military Academy Office of Research, West Point, N.Y.; Institutional; 1967—1969.

A project primarily to develop a procedure "for input to the computer and retention for research purposes of all the basic data from which are derived components of leadership potential" for the U.S. Military Academy. The leadership potential score obtained by the computer is to be compared with the leadership potential score evaluation by the admissions officers. Successful transference of certain functions to the computer "should speed up the initial evaluation of the candidate . . . and provide some additional manhours . . ." to admissions officers.

• **CARBONE, GILBERT J., AND WILLIAM C. SEIFRIT, JR.**

Student Populations in Idaho

Office of the Executive Director for Higher Education, 612 Idaho Building, Boise, Idaho 83702; Office of the Executive Director for Higher Education; October 1967—January 1968.

A project to develop meaningful data relative to the student populations in the several Idaho higher education institutions. Aims to provide a sounder base upon which to project needs and costs, chiefly in public higher education and provide a base for greater coordination between and among public and private higher education

• **CASSEL, RUSSELL N., AND JUDSON HARMON**

Use of Semantic Differential For Attitude Assessment

Educational Psychology, University of Wisconsin at Milwaukee, Milwaukee, Wis.; Institutional; Fall 1967—Spring 1969.

An exploratory comparison of the utility of "semantic differentials" in measuring attitudes "as contributors to learning effectiveness," with samples of both graduate and undergraduate students in the University of Wisconsin School of Education.

• **CASSEL, RUSSELL N., AND RONALD LINDGREN**

Relation of Personality Measures to Grade Point Average

Educational Psychology, University of Wisconsin at Milwaukee, Milwaukee, Wis.; Institutional; 1968—.

"A comparison of personality test scores (Minnesota Multiphasic Personality Inventory and Group Personality Projective Test) in relation to Grade Point Average for 50 university students . . ."

• **GROUT, STUART**

Ten-Year Mortality and Follow-up Study of Undergraduates Accepted to Boston University, Fall 1966

Office of Academic Affairs, Boston University, Boston, Mass. 02215; Institutional; 1966—1976.

A longitudinal study, using machine processing techniques, to follow all students who applied for admission in fall term of 1966 as freshmen. Will determine: 1) percentage who receive the baccalaureate degree from some institution within 10 years, 2) what happens to those who do not receive the degree, 3) what happens to those accepted but not registered, 4) the dropout rate of each semester, by member college and by university as a whole, and 5) the occupational and educational status of both graduates and nongraduates.

• **HALL, LINCOLN H.**

Achievement of Junior College Students from Different Backgrounds

College of the Sequoias, Visalia, Calif. 93277; National Defense Education Act; March 1967—May 1968.

A comparative study of two socioeconomic groups of students, including a sub-group of 111 Mexican-American students (N = 468), using two established instruments, "to acquire greater insight into the attitudes, motivation, and other factors which distinguish between achieving and nonachieving first-year junior college freshmen from different socioeconomic backgrounds."

• **HEIST, PAUL, AND SARAH CIRESE**

Study of Male Science Students

Center for Research and Development in Higher Education, University of California, 1947 Center

Street, Berkeley, Calif. 94720; Department of Health, Education and Welfare; Fall 1965—1968.

A comparative study of several hundred science students at Harvey Mudd College, using several standardized tests and personal interviews plus a tailor-made questionnaire to "trace change and development in male science students" over a four-year period. Objectives: "to determine changes in attitudes, aspirations, self-understanding and cultural appreciation. Entering classes of 1962 and 1963 were studied over four years, with various means of assesement used to measure change and development of the initially assessed potential. Samples of graduates and dropouts also were studied in an effort to measure the total influence of the Harvey Mudd experience."

• HENRY, MILDRED, HEIST, PAUL, AND SARAH CIRESE

Education and Development of Exceptional Youth . . .

Center for Research and Development in Higher Education, University of California, 1947 Center Street, Berkeley, Calif. 94720; U.S. Office of Education; May 1966—January 1972.

A comparative case study of 450 "high potential youth," all students at colleges in the Union for Research and Experimentation in Higher Education. Following a preliminary assessment of 3,300 entering students (fall of 1966), the study involves an analysis of the "sequence of personal experiences, social and academic, and the relationships between the individual and the environment, which lead to different degrees of realization of the assessed potential of the exceptional, the talented and the highly creative in the college setting and to compare this developmental process of the exceptional with that of a non-random sample of students on the same campuses." The preliminary assessment included the Omnibus Personality Inventory (Form Fy) and a student questionnaire; the extended project includes interviews and assessments of institutional environments, which are currently being studied.

• ISRAEL, JOHN

The Chinese Student Movement, 1937–49

History Department, University of Virginia, Charlottesville, Va. 22903; Social Science Research Council; June 1966—1971.

A historical study of the "political role of Chinese students, especially their relationship to nationalism and Communism, during the years of the Kuomintang government. Sequel to 'Student Nationalism in China, 1927–37' (Stanford, 1966)." Both library research and interviews with "former students, teachers, administrators, journalists."

• ISRAEL, JOHN, AND DONALD KLEIN

The Chinese Student Movement, 1935–36: Leadership and Politics

East Asian Institute, Columbia University, New York, N.Y. 10027; 1968.

A leadership study of the December 9th (1935) generation of Chinese students who entered the Communist party via the student movement of 1935–1936. John Israel will provide the historical background, Donald Klein will do the leadership analysis.

• JONIETZ, ALICE, AND FREDERICK E. MENZ

Changes in the Perceptions and Attitudes of Honors Students . . .

Honors Program, University of Illinois, Urbana, Ill. 61801; Institutional; September 1967—September 1971.

Descriptive study of James Scholars in university honors program at University of Illinois (70 male, 70 female) by means of questionnaire-interview sessions at beginning of first freshman semester, at end of freshman year, and at end of each subsequent year until graduation, "1) to examine the changes in perceptions and attitudes of a random sample of honors students in a large midwestern university throughout their undergraduate careers, 2) to determine what changes in perceptions and attitudes occur and when they occur; 3) to compare the perceptions and attitudes of the students who maintain their honors standing with the students who do not maintain their honors standing."

• KOSAKI, MILDRED

Longitudinal Study of Freshmen, University of Hawaii

Institutional Research, University of Hawaii, Honolulu, Hawaii 96822; Institutional; Fall 1966—1973.

A five-year study of the 2,773 freshmen entering Manoa campus, fall 1966, to furnish data on the various aspects of the dropout problem. Examines the characteristics of noncontinuing students (938) in three sub-groups: 1) dismissals or suspensions, 2) voluntary withdrawals, and 3) the "no shows."

• LANGER, PHILIP

Characteristics of Freshmen Needing and Receptive to Counseling

Utah State University, Logan, Utah 84321; U.S. Office of Education; 1967—1969.

Tests usefulness of the Rorschach structured-objective test for identifying students in need of counseling. An exploratory comparison, using samples of freshmen at three institutions, each in two groups (those who seek counseling and those who do not), "1) to determine which factors . . . discriminate students in need of and receptive to counseling . . ., 2) to modify the scoring of response-items on the sort by using a differential measure of choice *intensity* for each response-item and 3) to construct other discriminative indices . . . based on mean intensity and frequency of choices for each response item." (Rorschach ink blot). Normative data collected for two consecutive years.

• MAHADEVA, (MRS.) B.

Problem of Student Indiscipline . . . in India Universities

Xavier Labor Relations Institute, Jamshedpur, India; Asia Foundation; 1966—1967.

Study of "achievements and aspirations of young people in India universities."

• McLAUGHLIN, ROGER J.

Socio-Psychological Factors in Student Achievement

State University of New York, Oswego, N.Y. 13126; State University of New York & Institutional; 1967—.

An extension of previous research which demonstrated that ". . . academic achievement for about 1,000 liberal arts students could have been forecast with accuracy indicated by multiple correlations of .94." Will explore "factors which limited the accuracy of predictions of some students," and also the use of an additional set of variables which "may offset some of the inherent limitations of achievement forecasting with only such intellective variables as test scores . . .,"— that is, measures of personality obtained with the Activities Index. Data already gathered and computer programmed.

• MUELLER, DANIEL J.

Differential Change in Social Responsibility . . . between Honors Students and Lower Grade Point Average Students

Honors Program, University of Illinois, Urbana, Ill. 61801; Institutional; Spring 1968—Fall 1968.

An exploratory comparison of 800 students at University of Illinois, using several standarized scales and a questionnaire, 1) to develop a scale for the measurement of social responsibility, 2) to test for a significant change in social responsibility in college students between freshman and senior year, 3) to test for a significant difference in social responsibility between honors students and lower grade point average students.

• MUNRO, JAMES S.

Improvement of Persistence by Potential Dropouts Through the Evaluation of a General Education Program

Macomb County Community College, Warren, Mich.; U.S. Office of Education; September 1967 —August 1968.

"The educational and cultural development (ECD) program at Macomb County Community College, Warren, Michigan, is an attempt to develop a one-year curriculum geared to the needs of average to poor community college students. The ECD program provides a broad, integrated general education experience characterized by individualized faculty attention, close personal associations among students and comprehensive testing and counseling to aid in making realistic educational-vocational choices. Courses stress learner development, critical thinking and relationships to the local community . . . About 1,100 students will have been involved in the ECD program as of June 1967. This project is designed to permit a more effective evaluation of the first two years' operation of the program. The research is focused on the measurement of program effectiveness in relation to five key variables—persistence in college, academic achievement, educational-vocational redirection, involvement in college activities, and individual development."

• NAKAMURA, IRENE

Characteristics of Students in Evening and Non-Credit Programs

Institutional Research, University of Hawaii, Honolulu, Hawaii; Institutional; Completion date September 1968.

"Descriptive data on the students in the evening credit and non-credit programs of the College of General Studies are being compiled and analyzed for the first time." Data include: 1) educational backgrounds, 2) occupations, 3) primary reason for attending the evening programs, 4) age, 5) marital status . . .

• NOSAL, WALTER S.

The College Male: A Psychological X-Ray of Student Leaders, Failures and Beginners

Counseling Center, John Carroll University, Cleveland, Ohio 44118; Institutional & Cleveland Foundation.

A comparative field study of 140 students at John Carroll University: 36 leaders (1961); 48 failures (1963); 56 beginners (1965), using several standardized instruments plus personal data. Aims "to ascertain the major intellectual, personality, and electroencephalograph characteristics of three distinct groups of college males in a single institution and relate these to published findings on college students throughout the country."

• PHILLIPS, JEAN, AND R. P. CUZZORT

Disenchantment in the Superior Student

The James Center, University of Illinois, Urbana, Ill. 61801; Institutional; Ongoing.

"Continuing research on superior students at the University of Illinois. Research is practically oriented and serves, primarily, to aid administrative officials concerned with improving college education for the superior student."

• PHILLIPS, M. JEAN

Perceptual Changes of Honors Students: Longitudinal

University of Illinois, Urbana, Ill. 61801; Institutional; July 1967—August 1972.

A comparative description of four successive entering classes of James Scholars at University of Illinois (2,000) by means of College Characteristics Inventory and some structured interviews "to investigate the perceptual changes of honors students toward the university . . . and differential perceptions of successful honors students versus non-successful honors students . . . to identify areas within the institutional milieu where modifications will be desirable . . ."

• PIEPER, WILLIAM C.

M.B.A. Admissions Study

Institutional Research and School of Business Administration, University of California, Berkeley, Berkeley, Calif. 94720; Institutional; 1967—Summer 1968.

A comparative study of 436 applications to the Graduate School of Business Administration at University of California, Berkeley and records of student performance, to evaluate "various student characteristics upon admission to determine their efficacy as predictors of subsequent success in the Master of Business Administration Program of the Graduate School of Business Administration, . . . (to decrease the extent to which) academic administrators . . . must rely on arbitrary judgment in admissions decisions."

• POWER, C. N., AND R. P. TISHER

Student Characteristics at Colleges of Advanced Education, in Regard to Performance, Intellect and Attitude

Australian Council for Educational Research Hawthorn E.2, Victoria, Australia; Commonwealth of Australia; 1967—1969.

• SOMMERS, GERALD G., AND J. KENNETH LITTLE

Conference on the Education and Training of Racial Minorities

Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, Wis. 53706; U.S. Department of Labor; 1967—1968 (pub. 1968).

A research-oriented conference in May 1967 brought together researchers from the academic community, private foundations, and government agencies concerned with the "general problem of improving the employability . . . of minority group workers." The conference papers, many of which reported results of research on the education and training of racial minorities, were published in 1968.

• SPENCER, RICHARD E.

Bibliography of Research in Foreign Student Affairs

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

• STEGMAN, WILBUR N.

Student Image of Southwest Missouri State College

Dean of Student's Office, Southwest Missouri State College, Springfield, Mo. 65802; Institutional; September 1967—December 1968.

A descriptive study of "all freshmen and a sample of juniors" at one state college (N = 2,050) using the Stern Activities Index and College Characteristics Index toward the development of "an instrument which will measure the like or dislike for those activities relevant to college success and failure in the incoming freshmen and predict the potential dropout . . ."

• TAYLOR, ALTON L.

Longitudinal Analysis of Selected Achievement, Aptitude and Intelligence Factors of Virginia Enrollees at the University of Virginia

Office of Institutional Analysis, University of Virginia, Charlottesville, Va. 22903; Institutional.

A descriptive study of some 749 underclassmen at the University of Virginia, using test data collected over 10 years in the public school system, "to identify those first Virginia resident enrollees' characteristics which contribute over a period of 12 years to successful academic achievement at the University of Virginia." The study also seems "to relate the student characteristics to factors influencing the students to go to college education and occupation and education of parents and size of secondary school."

• YONGE, GEORGE AND KATHLEEN MOCK

Special Student Types on University of California Campuses

Center for Research and Development in Higher Education, University of California, 1947 Center Street, Berkeley, Calif. 94720; U.S. Office of Education; 1965—1968.

A two-year examination of the record and persistence of students on three campuses of the University of California, selected to represent: 1) certain ability levels, and 2) certain significant variations in major personality characteristics, using the Omnibus Personality Inventory, questionnaires, and special records. Students in selected subsamples were surveyed early in the first year for additional background and attitude information. Examples of specified types were also interviewed during both first and second year. The several designated student types will be compared, over the two years, for their persistence, transfer records, academic achievements and general attainments.

•1966—1967 RESEARCH

• BERDIE, RALPH F.

"Intra-Individual Variability of Behavior and the Predictability of Academic Success." *Research in Education,* March 1967 (3) 23.

A study aimed at determining consistent variables of the individual, compiling indexes, and observing the accuracy of these indexes in predicting behavior. A battery of six tests, on each of 20 days, was administered to about 100 male students. Eight measures of variability were determined for each student. The students fell into two groups—those most variable and those least variable. The eight variability indexes were compared to determine the extent to which such variability is specific to the task. Tested the hypothesis that highly variable persons have least predictable behavior.

• BERENSON, BERNARD G.

"The Interpersonal Functioning and Training of College Students." *Journal of Counseling Psychology,* 1966, 13(4), 441–446.

A study involving volunteer college students randomly assigned to one of three groups: the training group proper (I) which employed 1) previously validated research scales assessing the dimensions of empathy, positive regard, genuineness, concreteness, and self-exploration and 2) a quasi-therapeutic experience; the training control group (II) which did everything that Group I did with the group therapy experience; and a control group (III) which received no training experience. Pre-post measures assessing trainee emphatic understanding, positive regard, genuineness, and the degree of self-exploration elicited in others supported the hypothesis. Group I consistently demonstrated the greatest amount of change, and Group II demonstrated change of greater significance than Group III in almost all cases.

• COLEMAN, JAMES

Equality of Educational Opportunity. Washington, D.C., U.S. Office of Education, 1966.

A report of the extensive survey of the public schools carried out by the U.S. Office of Education in the fall of 1966, to assess the availability of equal educational opportunity to minority groups. Included an examination of various home, community, and school factors in relation to education. A part of the study dealt with higher education. A major finding was that differences in schools account for a relatively small part of the differences among students. Teacher quality and characteristics of the student body account for more of the variation. While white students are more highly influenced by home background than the school, Negro pupils are influenced more by differences among schools than by home background. Charts and tables are used extensively.

• DENHAM, EDWARD CHAPLINE

"The Prediction of College Success with Biographical Data and Self-Ratings." *Dissertation Abstracts A,* 27(3) 599. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study to investigate the prediction of success in the College of Education, University of Arkansas, through biographical data and self-ratings given by students in reply to an 85-item multiple choice type questionnaire called the Personal Data Inventory. Success in college was measured by grade point average and by the number of college hours completed. The sample consisted of 139 freshmen, male and female, who entered the College of Education in 1961. Also, 150 other freshmen who entered the College of Education in 1960 were used to check the validity generalization of the findings. The School and College Ability Test was also used to predict college success, except with second population. The Personal Data Inventory scores alone accounted for 46.2 percent of the predictable variance of GPA as compared to 17.9 percent accounted for by School and College Ability Test. The PDI scores alone also accounted for 36.8 percent of the predictable variance of hours completed as compared to 0.5 percent accounted for by SCAT. In the questionnaire, as well as a composite of these scores, accounted for a larger percentage of college success as measured by GPA than did SCAT total percentile scores. The personal data and self-rating scores, as well as a composite of these scores, were found significantly related to the prediction of college success as measured by college hours completed.

• FINGER, JOHN A.

"Academic Motivation and Youth Culture Involvement: Their Relation to School Performance and Career Success." *School Review*, 1966, 74(2), 177–195.

An investigation of whether some students with low academic motivation have attributes which will make them successful, if not in college, then in their careers, despite prediction of their inability to perform well in college. Involved a sample of graduates of a liberal arts college (Brown University) and the junior class of Brown University (1966), using the Personal Values Inventory and a questionnaire designed to ascertain the graduates career activities and level of success as well as to identify characteristics similar to those found in the PVI. Large differences appeared, both in college performance and in academic motivation, between those who entered careers in business and those who entered professional careers. The professional group was characterized by higher academic motivation, less extracurricular involvement, higher intelligence, and higher gradepoint average. The most successful businessmen as compared with the least successful, were characterized by higher intelligence, higher gradepoint average, but lower academic motivation.

• GORDON, EDMUND W.

"The Higher Education of the Disadvantaged." *New Dimensions in Higher Education*, April 1967 (28), U.S. Department of Health, Education and Welfare.

A literature research review concluding that some progress is being made to extend higher education to young people from disadvantaged backgrounds. However, that there is need for new programs of student aid, student loans, and talent search, which should result in a large increase in the number of such youth admitted to college.

• GORDON, EDMUND W., AND DOXEY A. WILKERSON

Contemporary Education for the Disdavantaged: Programs and Practices, Preschool through College. New York: College Entrance Examination Board, 1966.

Findings (reported in Chapter 5) based on the responses of 610 institutions of higher education to a six-page questionnaire designed to identify the nature and extent of compensatory programs and practices in 1964. About 37 percent of these institutions reasonably well distributed in the several sections of the country reported that they were conducting compensatory practices. But more than half of these institutions were assisting fewer than 30 disadvantaged students during the regular academic year. Some institutions, in addition to stating broad social goals, listed the achievement of a diversified student body among the objectives of their compensatory programs. In a discussion of current practices, the authors point to the variety of preparatory summer programs conducted for high school students by several institutions, stating that this is "probably the most dramatic compensatory development in higher education during recent years."

• HEIST, PAUL, HENRY, MILDRED, AND RUTH CHURCHILL

Preliminary Report on the Entering Students of the Fall Term, 1966. Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, 1967.

A report on students at Sarah Lawrence College, Hofstra, Shimer College, Stephens College, and Northeastern Illinois State. Each report describes the students' families and high school backgrounds as well as their aspirations and expectations from data gathered through student questionnaires. Includes the questionnaire data discussed and uses Omnibus Personality Inventory data to present profiles of personality characteristics of the entering students. From these data estimates will be made of the degrees of creativity and intellectual potential within a student body, of the extent of student autonomy and spontaneity, and of the levels of cultural sophistication and emotional stability.

• HOFFMAN, L. R., AND N. R. F. MAIER

"Social Factors Influencing Problem-Solving in Women." *Journal of Personality and Social Psychology*, 1966, 4(4), 382–390.

A study of why problem-solving performance in women is poorer than that of men. It examined experimentally some conditions under which women would be motivated to improve performance as compared to standard experimental conditions, that is, a male experimenter administering problems in masculine terms. The experimental variables which were tested were: 1) motivation by appealing to nurturant and affiliative motives, 2) the sex of the experimenter, 3) masculine versus feminine versions of problems. The subjects were 135 male and 367 female American students in a college introductory course. The results were rather complicated. Women performed more successfully on a masculine problem-solving activity when motivated by a male experimenter than by a female experimenter. It seems that women's nurturant and affiliative motives were aroused by the male experimenter which in turn reduced the conflict between being feminine and the masculine problem-solving activity. Women's inferior performance on masculine problems was found, therefore to be more a function of inappropriate motivation than lack of ability. But there was no evidence of social factors in female problem solving influence women's problem-solving performance. Only a few of these variables operate for a given problem situation, however.

• JOHNSON, KENNETH WILLIARD

"An Investigation into Correlates of Increases in Impulse Expression among College Students at Selected Institutions." *Dissertation Abstracts A*, 27(2) 677. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A project investigating how students who changed significantly on Impulse Expression scale of the Omnibus Personality Inventory differed from those who did not change on various dimensions which are particularly related to the academic aspects of college. The investigation sought to discover whether there was a greater involvement in the academic pursuit of students whose impulse expression scores increased over the college years than of those students who showed no increase in impulse expression scores. The total sample of 208 male students from Antioch, Reed, and Swarthmore colleges were divided into two groups: a Change group of 76, whose Impulse Expression scores had increased at least one sigma, and a Non-Change group of 132, whose scores had not increased at least one sigma during the college years. Comparison of the two groups indicated that increases in Impulse Expression scores over the college years correlate closely with the development of personality characteristics relating to intellectuality as well as to other factors which tend to influence the course of the student's college career. The conclusion is drawn that students whose Impulse Expression scores increase significantly, experience greater depths of intellectual interests. The change group chose to major in the humanities instead of science or mathematics. They showed no tendency for specilization.

• KASPAR, ELIZABETH ANN

"An Investigation of College Climate among Students of Varying Ability: Comparisons within the Albion College Climate and across Types of College Climate." *Dissertation Abstracts A*, 27(7), 2071. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to assess differences among the perceptions of the Albion College climate by students of high, middle, and low ability. Student perceptions of the college climate were assessed by means of the College Characteristics Index. The subjects were a random sample of 109 sophomores, juniors, and seniors at Albion College. For each student data were available on CCI responses, Scholastic Aptitude Tests, and grade point average. The results showed that most aspects of the College Climate were perceived similarly by students of varying abilities. This, perhaps, reflected the homogeneity of the student body at Albion College. Albion students of middle and low realized ability were more sensitive to the "vocational climate," than students of high realized ability. In addition, Albion students of middle potential ability were more aware of academic organization, that is, a high degree of structure and regimentation in the academic environment, than students of low potential ability. Comparisons were made between the Albion College environment as perceived by average students, and Pace's five types of college environment. The Albion environment resembles Pace's in being science-oriented and highly competitive; but unlike the scientific environment the Albion climate is notable for a high degree of organization, close supervision of academic work, and a relatively homogeneous student body.

• McINTOSH, DEAN KEITH

"Correlates of Self-Concept in Gifted Students." *Dissertation Abstracts A*, 27(9) 2403. University Microfilms, Inc., Ann Arbor, Mich., 1967.

An investigation of the self-concept of gifted, honors, and average college students. Self-concept was measured by the Bills Index of Adjustment and Values which comprises the following scores: Self-Description, Acceptance-of-Self, Ideal Self, Discrepancy Score, "Other" Self Description, "Other" Acceptance-of-Self, "Other" Self Ideal, and "Other" Discrepancy Score. The variables investigated include socio-economic background, parent education, parent occupation, intelligence, academic status, etc. The hypotheses were that the gifted students would have significantly higher self-concepts than either the honors or the average groups, and that self-concepts of the honors students would be significantly higher than those of the average students. A questionnaire and the self-concept instrument were used to gather data over a one-week period from second semester freshmen, first and second semester sophomores, and first semester juniors in the College of Letters and Science of a large urban university. The gifted students did not have significantly higher self-concepts than the honors or average students, nor did the honors have significantly higher self-concepts that the average. Only partial support could be given the hypotheses that differences in self-concept among the three groups were related to the variables presented, and the hypothesis that the self-concept of the gifted would be affected by these variables.

• NELSON, DONALD THEODORE

"The Impact of Foreign Undergraduate Students upon American Undergraduate Students." *Dissertation Abstracts A*, 27(7) 2011. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to analyze and describe the impact of foreign undergraduate students upon a group of American undergraduate students with whom they were closely associated, compared to a control group of American undergraduate students who had little contact with foreign undergraduates. Information was obtained from personal data records, personality inventories, interview data, and a foreign student questionnaire embracing age, sex, hometown, marital status, place of campus residence, college activities, military service experience, field of study, and class standing. The chi-test found significant differences between the American student groups on age and participation in college activities. Close friends of foreign students were older and participated more in college activities. Close male friends of foreign students had a stronger need for succorance, while close female friends had less need for heterosexuality. Religion was stressed by close friends of foreign students.

• SKAGER, RODNEY, HOLLAND, JOHN L., AND LARRY A. BRASKAMP

"Changes in Self-Ratings and Life-Goals among Students at Colleges with Different Characteristics." *ACT Research Reports*, 1966, (14).

Eleven self-ratings on personal characteristics and life goals were readministered, after a one-year period, to freshman and sophomore students at a sample of 10 diverse colleges and universities. Comparisons across institutions were made of students giving the same intitial reponse to determine: 1) whether students at different colleges showed differential changes on the self-ratings and goals and 2) whether or not these changes were correlated with objective measures of college characteristics such as enrollment, selectivity, or the proportion of students in various curricula. Differential changes were observed on self-ratings of popularity and scholarship as well as for goals involving religious values, participation in public affairs, and making a contribution to science. In each case, change appeared to be related to several college characteristics. While some of the change measures were correlated with the initial means at the institutions studied, the findings did not appear to be accounted for solely by regression phenomena. Consequently, it is concluded that hypotheses relating institutional characteristics to personality in college students had been prematurely rejected.

• SPECTOR, IRWYN LEONARD

"An Analysis of Certain Characteristics and the Educational Success of Junior College Freshmen." *Dissertation Abstracts A*, 27(2), 640. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study to determine the characteristics of junior college freshmen as a group and by curriculum, as well as to determine the capability of certain student characteristics in predicting educational success. The sample was 1,547 first-time students at Phoenix College, Phoenix, Arizona. Probability, correlational, and regression equation techniques were employed to predict the educational success of students for the overall college group and for curriculum groupings at semester intervals. The findings showed, among other things, that the 18-year-old student comprised 51 percent of the entering freshmen, and that this age group represented 57 percent of the educationally successful students at the end of four semesters. Students who attended college immediately after high school tended to succeed far better than students who entered college later. A comparison of the average ability scores of successful students indicated a wide variance in abilities between students in different curriculum areas. The study concludes that certain identifiable and objective student characteristics at the time of admission to college could be utilized to predict educational success. The socioeconomic background of the student was not statistically significant in the prediction of educational success.

ATTRITION—dropouts and changing patterns of college attendance.

•CURRENT RESEARCH

• AVNER, URI

Survey of Drop-outs (Israel)

Central Bureau of Statistics, Jerusalem, Israel; Israel Central Bureau of Statistics, Department of Social Statistics; 1964—1968.

A "comparison of the card file of students for two consecutive years yields the student population who studied in one year and did not appear for studies in the next. To those students whose studies were discontinued between the 1964/65 and 1965/66 academic year, a short mail-questionnaire was sent asking about the reasons for the drop-out and future plans. A small number of tabulations from this material are to be made shortly." "A repeat of the survey for drop-outs between the 1966/67 and 1967/68 academic years, for purposes of comparison and to obtain an idea of the direction of developments in this phenomenon."

• BAGLEY, CLARENCE H.

Congruence in Student Typology Classification

State University of New York, Cortland, N.Y.; Institutional; March 1968—March 1969.

A comparative study of dropouts in one institution, using four standard test scales with 540 freshmen of 1968. The "general intellectual factor in college academic success" is composite and multi-dimensional: interest, aptitude, self-concept, and attitude.

• BENNETT, ROBERT E. (Dissertation)

Characteristics of Participants . . . in a Non-Credit Summer College Prep Program

Ohio University, Athens, Ohio; Personal & Institutional; July 1965—April 1968.

An experimental comparison of four groups—two upper class and two freshman—of 152 students at Atlantic Christian College, using three standardized scales "to evaluate . . . differences between participants and nonparticipants (in a non-credit summer college prep program) in 1) academic achievement, 2) attrition, 3) participation in student activities, 4) biographical and attitudinal factors, and 5) perceptions of personal needs and environment." Samples from entering classes of 1962–65 inclusive.

• BROWN, THOMAS O.

The Urban University Student: Selected Factors Related to Continuation and Withdrawal

University of Akron, Akron, Ohio; Institutional & Personal; October 1967—June 1968.

A descriptive and statistical study, using data from 1,438 questionnaires (sent) and university student records, to conduct a comprehensive investigation of background and attitudinal factors related to the continuation and withdrawal of: 1) students who entered general college at Akron University as freshmen, fall 1962 and 2) freshmen in fall 1964 at Community and Technical College of Akron. Background factors, personality traits, and personal problems viewed as they relate to problems of attrition. Aims, to reduce premature withdrawal.

• DANSKIN, DAVID G., AND LEROY A. STONE

Factors Affecting Withdrawal by Agriculture Students

Agricultural Experiment Station, Kansas State University, Manhattan, Kans. 66502; State of Kansas; 1967—.

To develop a "discriminate function prediction system" for predicting "drop-outs" and "persistence" relevant to the freshman year, allowing the assignment of estimated probabilities (.00 to 1.00) of persisting in college during the freshman year or withdrawal during that period. Selected aspects of the school environment will be studied as they may affect the drop-persist proneness of the students.

• FLEISCH, SYLVIA

The Boston University Class of 1970

Boston University, Boston, Mass. 02215; Institutional; 1966—1976.

A study of the Boston University Class of 1970 to estimate student dropout rates. It will also provide information for predicting the percentage of students who will go on to receive bachelors degrees. Class will be followed over a 10-year period in an effort to pinpoint the reasons why students who are accepted for college fail to complete their schooling. Students in the original sample who received degrees from institutions other than Boston University will also be traced. College Student Questionnaire, Part I (Educational Testing Service).

• FREEDMAN, MERVIN, AND P. BRAUEL

Studies of Dropouts from Mills College

Department of Psychology, San Francisco State College, San Francisco, Calif. 94132; Mills College; September 1964—June 1970.

An action-research project which "attempts to identify dropouts on the basis of freshmen tests (Omnibus Personality Inventory and interviews) among 1,800 freshmen and to prevent their dropping out (when appropriate)," by identifying characteristics of students who tend to drop out of Mills College before graduation. The research process itself here becomes the major retentive action.

• GERSON, SAM

Student Mortality Study, College of Engineering, First Class (1969)

Office of Academic Affairs, Boston University, Boston, Mass. 02215; Institutional; Completion date—November 1967.

A survey of the first class in the new College of Engineering at Boston University (fall 1965), using data from the record cards and personnel files of each student (N = 117) to analyze the student attrition rate and causes. Some comparisons of engineering students with performance of students from other colleges and schools within the university.

• MORISHIMA, J. K.

Withdrawals from a Large State University

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; Institutional; Summer 1968—Summer 1969.

An exploratory case study of students in satisfactory academic standing who withdraw from the university and a follow-up of "what happens to them." Interviews with 150 subjects.

• MORISHIMA, J. K.

Attrition Study, University of Washington Students

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; Institutional; Annual.

Annual report from records of 8,000 students at the University of Washington on the attrition of those admitted each fall quarter. May have cumulative value for other attrition studies.

• NEWCOMB, THEODORE (Sponsor) AND ROBERT B. ATHANASIOU (Dissertation)

Selection and Socialization—A Study of Engineering Attrition

Institute for Social Research, University of Michigan, Ann Arbor, Mich. 48104; 1965—1969.

A comparative study using various measures of 567 students who entered the engineering school at the University of Michigan in 1965, 111 of whom transferred out of engineering and into the college of letters, sciences and arts by the second semester of their sophomore year. Includes "an additional group of 109 who . . . have indicated that they are dissatisfied with engineering." Aims to understand the "relationship between the individual and the social structure . . . to adduce those factors in the educational environment and the individual which . . . will aid in the determination of appropriate occupational choice and predict attrition." What are the personal and social characteristics of those who leave and those who stay? What are the conditions that determine whether or not a student will stay even if he is not satisfied with the field? How can the curriculum be changed to hold a greater proportion of entering students? Are the engineering schools losing the types of students that the profession most needs? "Among the personality characteristics that will be examined . . . a major one is authoritarianism."

• OOSTHOEK, J. K., GRAS, R. R., AND S. E. M. EVERWIJN

Why Ex-Students in Mathematics and Medicine . . . Discontinued Their Studies (University of Utrecht)

Bureau of Current Research and Statistical Studies, University of Utrecht, Kromme Nieuwe, Gracht 29, Utrecht, Netherlands; Institutional; January 1966—January 1969.

A project to develop a new theory and verification of an existing one concerning motivational aspects of student attrition in two fields using a questionnaire "with pre-printed coding." Included in *Register of Current Research in the Social Sciences, 1966–67*, published by the Royal Dutch Academy of Sciences: Social Science Council.

• PAUTZ, WILMER

Follow-up Study of Freshmen Dropouts: Wisconsin State University

Wisconsin State University, Eau Claire, Wis. 54701; Institutional; 1963—August 1968.

A descriptive survey of the academic progress of 991 freshmen from one institution by means of official records and questionnaires, to relate the type of housing provided by institution to the rate and reasons for attrition or retention of first year students.

• POLLOCK, G. J.

Wastage in National Certificate Courses (Attrition)

Scottish Council for Research in Education, 46 Moray Place, Edinburgh 3, Scotland; Scottish Council for Research in Education; August 1966—June 1970.

A longitudinal field study of the "wastage" (attrition) of students who enrolled in day release classes while holding jobs, and entered the first year of National Certificate Courses in August 1966, to discern factors affecting wastage in ordinary National Certificate Courses. Factors to be studied include the aptitudes, attainments, personality characteristics, vocational interests, attitudes, and aspirations of the students following these courses. Six different types of instruments. Present attrition is approximately 75 percent in these courses.

• REED, HORACE B.

Motivations Related to Voluntary Drop-out and Under- and Overachievement

Department of Education, Skidmore College, Saratoga Springs, N.Y. 12866; Institutional; 1967.

An exploratory use of the author's own instrument, College Assessment Inventory, gives information on eight student motivational variables for 343 women's college (1962) freshmen checked again in 1966 before graduation. Researcher points out the limitation that "the research sample is from a particular college, and transfer of generalizations to other college populations . . . should be qualified . . . and checked with . . . different college samples," but finds special promise in the use of "meaningfulness of daily college tasks" as a motivation variable plus three other variables.

• SATINSKY, VICTOR P.

Rehabilitation Program for High Ability College Drop-Outs

Hahnemann Medical College & Hospital, Philadelphia, Pa. 19102; Grant Foundation; 1966—.

A project to demonstrate "a practical method to reorient high ability college dropout students at crisis periods in their careers, . . . brought together in a work situation where psychotherapy and psychological counseling are made available. They are given responsible tasks and treated with the confidence proferred experienced, established personnel. They are directed by the colleges, to the research laboratories of the College and Hospital and earn their way as technicians. They acquire highly technical skills and insight for medical research and/or administrative responsibilities, . . . for the conduct of summer educational bioscience programs. Something may be learned of the etiological factors which produce the inordinate numbers of college dropouts, particularly among the high ability students."

• STEGMAN, WILBUR N.

A Study to Develop a Measuring Instrument to Predict the Potential School Dropout

Dean of Students' Office, Southwest Missouri State College, Springfield, Mo. 65802; Institutional; September 1967—December 1968.

A study designed to identify likes and dislikes of college freshmen which may be correlated with persistency and attrition. A research instrument entitled "Descriptive Responses of Persistent Students" given all one freshmen class plus samples of three other groups (N = 2,050). After one year the data from dropouts were placed in one group and compared with the data from those still persisting. Correlations were measured between scores and dropouts with comparison between dropouts and persists.

• WILLIAMSON, BERNICE L.

Follow-up of Stephens College Freshmen Dropouts of 1966–67

Counseling Service, Stephens College, Columbia, Mo. 65201; Institutional; November 1967—March 1968.

A descriptive survey of 279 non-returning freshmen (as of September 1967), by means of questionnaires to students and their parents, to determine: "1) why 1966 freshmen students eligible to return to Stephens in September did not do so; 2) what these former students are doing at present. . . . to see whether or not program changes are suggested by the data."

•1966—1967 RESEARCH

• ASTIN, ALEXANDER W., PANOS, ROBERT J., AND JOHN A. CREAGER

"A Program of Longitudinal Research on the Higher Educational System." *Research Reports,* American Council on Education, 1(1), 1966.

A report pointing to the major objectives of the program, which include an assessment of the impact of different college environments on the student's development. Based on a comprehensive file of longitudinal data from a representative sample of higher education institutions which will be maintained. Data file will include a representative sample of institutions, comprehensive data concerning students, faculty, environments, and administrative policies. With certain restrictions the eligible population consists of 1,968 of the 2,281 institutions listed in the 1965–66 *Educational Directory.*

• DONNALLEY, MARY JANE METCALF

"A Study of the Factors Which Influence Women College Students to Withdraw before Completing Their Degree Requirements." *Dissertation Abstracts A,* 27(8), 2388. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to find out why 442 students enrolled at Mary Baldwin College during 1956–1960 failed to graduate. The study also sought to discover ways in which certain changes may come about at Mary Baldwin to hold its students. A questionnaire constituted the chief source of data. Other data were gathered from the administrative offices of the colleges. The findings revealed that more than half of the 293 students who replied to the questionnaire had transferred to another college where they completed their degrees. The two most important reasons why students withdrew from Mary Baldwin were marital plans and academic problems. The most prevalent reason for withdrawal indicated in the free response question at the end of the questionnaire was to attend a large, coeducational state university which offered a broader selection of courses. The study concludes that Mary Baldwin should carefully examine its social and recreational programs as well as the facilities for co-educational activities.

• HARDESTY, REUBEN BOWEN

"A Study of the Problem of Attrition in Selected Types of Institutions of Higher Education with Special Emphasis upon Solution." *Dissertation Abstracts A*, 27(2), 629–630. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study of practices designed to reduce attrition or the act of leaving a college before graduation. The student, administration, teaching staff, board, parent, or society may contribute to attrition. A questionnaire was sent to each of 102 four-year colleges and universities excluding denominational institutions, with membership in the Middle States Association of Colleges. These institutions reported practices in varying degrees of magnitude and effectiveness for reducing attrition. Queries and conferences were conducted involving small numbers of faculty, students, board members, parents, and citizens. Ten institutions were visited. The major finding concludes that it is necessary for both public and private institutions to begin keeping complete and accurate records of dropouts and transfers so that future attrition studies be more meaningful. This can be facilitated through greater expenditure in financing staff and equipment for the registrar's office as well as for student personnel services. Seven major recommendations are made for solving the attrition problem. Among these are decentralization of massive institutions, divisional organization to promote the general welfare of all, regardless of any departmental selfish interest, quarter calendar to replace the traditional semester calendar, and unions of colleges to experiment in improving teaching techniques, curriculum, etc. There must be no lowering of academic standards.

• PERVIN, LAWRENCE

"Sources of Strain in the College Environment as Related to Student Dissatisfaction and the Drop-out." *Research in Education*, March 1967 (3) 18.

An investigation of student dissatisfaction with college and the probability of dropping out of college as a function of student-college interaction. The data were obtained from responses to a revised questionnaire administered to 3,000 undergraduates at 20 institutions. These data were factors analyzed to show the relationships of: 1) discrepancies between student self-images and the college environment, 2) discrepancies to reported probability of dropping out, and 3) dissatisfaction and dropping out to perceptions of the college environment, independent of self-college discrepancies. These data were also to be used to develop instruments to measure similarities and differences among colleges, sources of strain within a college, and sources of stress for individual students.

SOCIOECONOMIC FACTORS—social mobility, student occupational or professional preferences, and other career considerations.

•CURRENT RESEARCH

• AHMED, MANZOOR

Role of Higher Education in Social Mobility

Institute of Education and Research, University of Dacca, Dacca 2, East Pakistan; Institutional; January 1968—June 1968.

An exploratory study involving a stratified random sample of 400 students at the University of Dacca (7,000) to see whether any systematic relationship exists between university enrollment and the socioeconomic background of the university students with the purpose of clarifying the role of higher education in achieving "the national goal of social justice."

• BOYKIN, WILLIAM C.

Educational and Occupational Orientation of Negro Male Youth in the Mississippi Delta

Alcorn Agricultural and Mechanical College, Lorman, Miss. 39096; U.S. Office of Education; September 5, 1967—August 31, 1968.

A description of Mississippi Negro high school seniors "in terms of selected factors of occupational and educational orientation. This study is being made to provide educators with information needed to improve the general and vocational education offered these students. The study is concerned with all 12th-grade Negro male students enrolled in the largest high school of each of the 11 counties of the Delta territory. The objectives of the study are: 1) to identify vocational interests of youth with particular attention to occupational clustering, rural-urban differences, and differences at varying levels of scholastic aptitude; 2) to assess the various kinds of aptitudes of youth, noting levels of general scholastic aptitude, clustering of special abilities, and rural-urban differences; 3) to ascertain levels of occupational and educational aspiration noting inconsistencies, if any, with aptitudes, rural-urban differences, and differences at varying levels of scholastic aptitude."

• BROWN, W. G.

University Graduates and Their Choice of Occupation

Department of Applied Psychology, University of Aston, Birmingham, England; Institutional; 1963—1968.

An investigation into the kinds of factors which influence occupational choice, with particular reference to four types, which may be described as personal, social, informational, and institutional. 1700 questionnaires were sent in September 1965 to a random sample of graduates from 23 universities, divided equally between Arts, Social Studies, Pure Science and Applied Science (and yielding) a total of 420 for each of the four faculty areas from 23 universities. A response of 62% was obtained, this figure includes an adjustment based on a failure rate of 12%. Between October 1966 and May 1967 after the graduates had been at work for a year or more, contact was made with 80 respondents who were interviewed for about 45 minutes. In addition to the main questionnaire, each respondent returned a Connolly Occupational Interests Questionnaire. This data has already provided the first norm for university students for the Connolly O.I.Q. and will also be used to investigate the relationship between occupational interests profile and occupation chosen.

• CASHIN, WILLIAM E. (Dissertation)

Specification and Implementation of Vocational Preference by College Men

La Salle College, Philadelphia, Pa. 19141; Institutional & Personal; May 1967—May 1968.

An experimental study of male college students at LaSalle College (Philadelphia) to test the hypothesis that success at one stage of "vocational development" is necessary for success at the next stage, specifically, "successful specification of a vocational preference" [is] necessary for successful implementation of that preference." Uses Super's concept of "vocational development" to emphasize the continuous and essentially irreversible nature of occupational choice. Probable utility for student services personnel.

• DIAS, J. A., MARTELLI, A. F., AND J. C. MELCHIOR

Students Obtaining the License Degree at University of Sao Paulo

University of Sao Paulo, Sao Paulo, Brazil; Institutional; 1966—1969.

A descriptive survey of the 1,325 students matriculating in the schools of philosophy, science, and literature at the University of Sao Paulo—1963 thru 1966—gathering socioeconomic, biographical, and opinion data.

• HOLLAND, JOHN L.

Careers and Curricula

American College Testing Program, Iowa City, Iowa; American College Testing; Completion date—1968.

This chain of studies has as its chief aims: "to discover the ways in which a student selects a vocational goal and a field of study, personal and impersonal origins of careers and curricula, and college experiences that affect his goals and future achievement." Researchers are currently studying "undecided and decided students." "Validity of expressed choice in junior colleges and four-year colleges."

• HURLBURT, ALLAN S. (Sponsor), AND GERALD M. BOLICK (Dissertation)

Socio-economic Characteristics of Community College Students

Education Department, Duke University, Durham, N.C. 27708; U.S. Office of Education; September 1967—December 1968.

A comprehensive field description of the 11,184 students enrolled for credit in 42 North Carolina community colleges by means of a Socio-economic Profile Data Sheet (25 questions), to provide "up-to-date information on the socio-economic characteristics of community college students throughout an entire state system." Includes base line of socio-economic profiles for comparisons of students in North Carolina community colleges and other states, between program areas, and between curricula within occupational programs.

• KATZ, JOSEPH, KORN, HAROLD A., LELAND, CAROLE A., LEVIN, MAX M., AND RONALD L. STARR

Occupational Choice Process in College Students

Institute for Study of Human Problems, Stanford University, Stanford, Calif.; U.S. Department of Labor; November 1965—July 31, 1968.

• KAUFMAN, JACOB, AND CARL SCHAEFER

Study of Vocational-Technical Education

Massachusetts Advisory Council on Education, 182 Tremont Street, Boston, Mass. 02111; State of Massachusetts; September 1967—June 1968.

A descriptive field study, using questionnaires and interviews with 8,000 parents, students, graduates, teachers, employers, and administrators of vocational schools and community colleges in Massachusetts, toward devising a master plan for the state and coordinating regional vocational schools and community colleges.

• KEPHART, WILLIAM B.

A Survey of the Employment Opportunities for Graduates of Special Education Classes in Yuma, Arizona

Northern Arizona University, Box 4107, Flagstaff, Ariz.; 1966—May 1968.

Partial fulfillment of the requirements for the Educational Specialist Degree in Guidance and Counseling.

• LANG, W. R.

Professional Progress of Ex-Students of Gordon Institute of Technology Who Have Left During the Period 1957–1967

Australian Council for Educational Research, Hawthorn E.2., Victoria; Commonwealth of Australia; 1967—1969.

• LITTIG, LAWRENCE W.

Personality Correlates of Occupational Aspirations of Negro and White Students

Graduate School, Howard University, Washington, D.C. 20001; U.S. Office of Education; 1967—.

An exploratory comparison of real and ideal vocational aspirations of Negro and white college students, with samples of 70 Negro students attending a middle class Negro college, 70 Negro students attending a working class Negro college, and a control sample of 70 white students attending a middle class white college. A projective measure (Test of Insight) of achievement, affiliation, and power motivation and a self-reporting test of fear of failure (Test Anxiety Questionnaire), plus a questionnaire on occupational aspirations and expectancies of success were used. The personality variables were found to interact with social class in affecting occupational aspirations of Negro college students.

• MORSBACH, P. HELMUT, AND GISELA MORSBACH

Occupational Choice and Occupational Stereotypes of Japanese High School and University Students

Department of Psychology, International Christian University, Mitaka, Tokyo, Japan; Personal: July 1968—December 1969.

An experimental survey by questionnaire, conducted in various schools and universities in Japan, to investigate elements entering into the occupational choices of Japanese high school and university students, including occupational stereotypes, and to discern any relationships between the choices and the stereotypes. Some prior research by same investigators in "three South African groups."

• SCHLOSSBERG. NANCY K.

Adult Male Undergraduates at Wayne State University

College of Education, Wayne State University, Detroit, Mich. 48202; Institutional.

A study of adult male undergraduates, an exploratory study using questionnaires and group interviews with approximately 400 male students, 35 years and over, enrolled as undergraduates at Wayne State University, to determine "why these older students change careers and how they manage this." Also may contribute to knowledge on adult development.

• THOENES, P.

Choice of a Profession in the Arts

Sociological Institute, Royal University, Leiden, Netherlands; National; 1967—.

An inquiry by means of documents, interviews, group discussion, and the scaling technique of paired comparisons of semantic differentials, over a three-month period, to learn more about how decisions are made by those choosing the arts as a profession. Appears in *Register of Current Research in the Social Sciences 1966–67*, published by Dutch Social Sciences Council.

• TROW, MARTIN (Sponsor), AND IVAN H. LIGHT (Dissertation)

Self-employment and Education as Avenues of Social Mobility for Chinese, Japanese, and Negroes in Urban Areas

Sociology Department, University of California, Berkeley, Calif. 94720; U.S. Department of Labor; July 1968—.

A comparative and historical examination of the roles of business proprietorship and education in the social mobility of three nonwhite groups, Chinese, Japanese and Negroes. It . . . "will determine rates of mobility through self-employment and education through each group at different historical points." Limited primarily to members of the three groups in the San Francisco Bay area.

• WALLHAUS, ROBERT, AMUNDSEN, RICHARD, AND STEWART SCHUSTER

Financial Aids—Allocation

Operations Analysis Division, Administrative Data Processing Department, University of Illinois, Champaign, Ill. 61820; Institutional; Spring 1968—Fall 1968.

Development of a heuristic algorithm for use by campuses of the University of Illinois "to allocate scholarship funds, loan funds, and student work funds to undergraduates in a manner consistent with policies of the financial aids office."

•1966—1967 RESEARCH

• SEWELL, WILLIAM H., AND VIMAL P. SHAH

"Socio-Economic Status, Intelligence, and the Attainment of Higher Education." *Sociology of Education*, Winter 1967, 40(1), 1–23.

A study of a randomly selected sample of Wisconsin high school seniors to examine the relative influences of socio-economic status and measured intelligence at successive stages in higher education. The investigation revealed that both socio-economic status and intelligence have direct effects on planning to attend college, on college attendance, and graduation, as well as indirect effects on college plans and college attendance. With females, however, the relative effects of socio-economic status are more pronounced than the effects of intelligence. On the whole, intelligence seems more important than socio-economic status for both sexes, in determining who eventually graduates from college.

• WERTS, C. E.

"Career Changes in College." *National Merit Scholarship Corporation, Research Reports*, 1966, 2(7).

A project concerning changes in career plans during the freshman year. Samples of male students interested in engineering, teaching, medicine, business, law, chemistry, accountancy, and physics, from 248 heterogeneous colleges were studied. The results support the generalization that in terms of academic ability and social class background, students who are unlike the majority of the other students with the same initial career choice tend to change their career plans to another field where they would be like the other students.

• WESTERN, J. S., AND D. S. ANDERSON

"Some Implications of Career Decisions." *Australian Journal of Higher Education*, 1966, 2(3), 207–218.

A study of motives for choosing a course of study and career and the time at which decisions are made. Questionnaires were distributed to all first year students in law and engineering at the University of Melbourne. Eighty percent of the Law students, numbering 203, responded, while 189 Engineering students (99%) responded. The findings revealed three classes of students: those who make the subject matter the main determinant of their choice, those who consider secondary gain beyond training (security, prestige, etc.) the most important, and those whose decisions are guided by experiences of an intellectual or social character. While interests were more important to the engineering students, the law students looked more to gain. An interest in some aspect of the subject matter was the main reason for the decisions made by students at an early age, but students deciding later were inclined to give a personal motive for the decision. To the law students, social and intellectual experiences seemed more important, although these did not appear to affect decision time to any great extent.

• YAMAMOTO, KAORU, AND O. L. DAVIS, JR.

"Teachers in Preparation: Motivation, Ideational Fluency and Inter Professional Attitude." *Journal of Teacher Education*, (USA), 1966, 17(2), 205–209.

A study of a sample of 102 female students in their junior year at Kent State University, 27 in the secondary education program, 42 in elementary education, and 33 in early childhood program. The Personal-Social Motivation Inventory, Minnesota Tests of Creative Thinking and the Interpro-fessional Attitude Inventory were used. The findings suggest that preparatory programs for different levels of schooling tend to attract and/or retain teacher candidates with different motivational characteristics. Seemingly, the early childhood education program is represented by those students whose critical and power motivation are significantly lower than those of secondary or elementary education students.

TEACHING AND LEARNING—with special reference to research on grading, testing, and other criteria for evaluating students.

•CURRENT RESEARCH

• BEACH, LESLIE R.

Learning and Student Interaction in Small Self-Directed College Groups

Hope College, Holland, Mich.; U.S. Office of Education & Institutional; February 1967—June 1968.

An exploratory study of small-group learning processes, using 81 students enrolled in a social psychology course during two semesters of 1966–67 at Hope College for: "1) identification of patterns of behavior in a small student group engaged in self-directed learning activities in a social psychology course, 2) determination of ways in which college students learn from each other, 3) determination of why and where learning does not take place in such a group learning situation, 4) extent to which other desirable outcomes of college teaching-learning process occur in this type of learning setting—in addition to mere classroom achievement."

• CARDOZIER, V. R.

Relationship of Undergraduate Achievement to Success in Teaching

Agricultural Experiment Station, University of Maryland, College Park, Md.; Institutional; 1967—1968.

A comparison of institutional records and transcripts of graduates who entered teaching of vocational agriculture 1959 to 1960, along with ratings of teachers' performance, "to determine the relationship between success in teaching vocational agriculture, and achievement in undergraduate college courses in eight subject matter areas."

• CARTER, LAMORE J., AND ARLYNNE LAKE CHEERS

Comparison of Two Groups of Elementary Teacher-Trainees Whose Professional Experiences Differ in Organization, Scope and Sequence

Grambling College, Grambling, La.; U.S. Office of Education, Institutional; September 1965—June 1968.

An experimental comparison of two groups of elementary teacher-trainees (60) who received two different types of training over two consecutive 18-week semesters: 1) traditional methods course approach, 2) an integrated course approach taught by psychology professors and subject matter specialists, teaching the scope and sequence of content emphasized in the elementary school and integrating the principles of elementary methods, educational psychology, and tests and measurements. Two groups will be compared for professional knowledge, content of elementary school curriculum, and classroom behavior (adaptation to changing classroom situation, teacher-pupil discourse).

• COUNELIS, JAMES STEVE

Undergraduate Majors in Political Science

Office of Institutional Research, University of California, Berkeley, Calif.; Institutional; Spring 1967—spring 1968.

A descriptive survey of 307 undergraduate majors in political science at the University of California at Berkeley in 1967, "to describe the characteristics and educational behaviors of undergraduate students majoring in political science and their attitudes toward the major and the department."

• COX, ROY

Forms of University (Student) *Assessment*

University of Essex, Essex, England; Social Science Research Council; 1965—June 1970.

Phase I: A survey of the literature on examinations in higher education. Phase II: A study of the meaning of different forms of university assessment (appraisal) in terms of the characteristics of students who do well or badly, and the differing opportunities and constraints experienced by students.

• EAST, MARJORIE

Experience with Disadvantaged for Education of Home Economics Teachers

Graduate School, Pennsylvania State University, University Park, Pa. 16802; U.S. Office of Education; 1967—1968.

Study of a 12-week program for home economics teacher trainees who lived and worked in disadvantaged homes and jobs in order to improve their ability to help high school youth in vocational programs. Changes in attitudes, information and personality orientation were measured.

• EPPS, EDGAR G.

Development of a Division of Behavioral Science Research, Carver Research Foundation

Carver Research Foundation, Tuskegee Institute, Tuskegee, Ala. 36088; Ford Foundation, Institutional; September 1967—.

A project to develop, through several initial research projects variously funded, of a research division primarily for special research on the Negro and race relations, with training experiences in the field for students and faculty members, as well as consultative services. Begun by means of a cooperative research and training project with University of Michigan, Center for Research on Conflict Resolution, primary three-year, $300,000 grant from Ford Foundation, plus supporting grant ($100,000) to University of Michigan. Special emphasis on economic development in Alabama.

• FRENCH, JOHN W.

Student Types and Response Patterns on the College Level Examinations

New College, Sarasota, Fla. 33578; College Entrance Examination Board; September 1967 – September 1968.

A descriptive study of varied types of students (80) at three Southern institutions using three different instruments, to "identify types of thinking among students at three colleges according to item response patterns on achievement examinations: advantages given to observed student types by certain item types will be revealed and evaluated." "Should contribute to the fairness of certain College Board test to all types of students." Uses assorted information about students including an interview on solving problems aloud.

• LAWRENCE, PAUL

Three Experimental Teacher Training Centers for Teaching Culturally Disadvantaged ("Operation Fair Chance")

California State Department of Education, Sacramento, Calif.; U.S. Office of Education; 1967—.

A project to develop teacher training centers at the University of California at Berkeley, Fresno State College, and California State College at Hayward for enabling selected teachers "to communicate more effectively with culturally disadvantaged youth . . . emphasizing preparation of the students for more effective participation in economic, social, and cultural activities with special emphasis on realistic vocational choices and preparation . . . viewed in its broader sense, including . . . human relations, consumer economics, reading, and communication." Will involve both preservice and inservice teacher education, emphasizing an internship.

• LYSAUGHT, JEROME P., AND ROBERT G. PIERLEONI

Predicting Individual Success in Programming Self-Instructional Materials

College of Education, University of Rochester, Rochester, N.Y. 14627; U.S. Office of Education; October 1966—1968.

An experimental field study, involving 50 programmer trainees participating in a formal university course, "to develop a logical set of guidelines or criteria to be used by an educational institution in determining which individuals would be most promising as trainees in the programming process for developing self-instructional sequences." Uses five standardized instruments, testing mental abilities, critical thinking, values, and personality, plus two questionnaires of local origin.

• MORISHIMA, J. K.

Change of Major Study

Office of Institutional Educational Research, University of Washington, Seattle, Wash.; Institutional; September 1967—June 1968.

A study of why students change major, when, to what fields from what fields, etc.

• RUTHENBERG, DONALD B.

Student Attitudes on Grade Perceptions

Institutional Research, Central States College Association, 2530 Crawford Avenue, Evanston, Ill. 60201; Central States College Association; March 1968—August 1968.

An exploratory effort to elicit "relationships between student perception of grades and cheating, anxiety, course selection and manipulation . . ." by means of questionnaires followed by interviews of selected students and faculty members at Illinois Wesleyan and Illinois State.

• SCHLESSER, GEORGE E., AND JOHN A. FINGER

Measurement of Academic Motivation

Colgate University, Hamilton, N.Y. 13346; College Entrance Board & Institutional September 1959—.

A project to construct a nonintellective measuring instrument that will predict academic achievement with as much validity as do intellective measures (scholastic aptitude tests). Aims to conduct research related to the study of the resulting Personal Values Inventory and its uses. It is anticipated that the Personal Values Inventory will be found useful in counseling and advising selection of students who are risks and for research on personality patterns.

• SKAGER, R. W., AND J. M. RICHARDS, JR.

Student Growth and Development

American College Testing Program, Iowa City, Iowa; American College Testing; Completion date—1968.

Having probed the "dimensions of self-ratings of college freshmen," this research has moved on to identify "the influence of various teaching styles on satisfaction and student outcomes in junior colleges, . . . and the relation of distance and commuting to the careers of students in two-year colleges . . . and the relation of the plans and activities of students at the end of their two-year college career to experiences during college." American College Testing also plans "validation of an interpersonal competency scale and development of a scale of originality."

• SPENCER, RICHARD E.

Reliability of College-Level Classroom

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967.

• WILSON, KENNETH M.

Selected Response Patterns, Class of 1970, by Students of Nine Women's Colleges

College Research Center, Poughkeepsie, N.Y. 12601; Institutional; 1967—1970.

Use of College Student Questionnaire, College Research Center Part I, during orientation period in order to collect regularly a wide range of information on students (in eight member institutions of College Research Center), begun in 1964. Self-assessments by eight classes of 1970 will be tested for utility in predicting actual academic performance.

•1966—1967 RESEARCH

• CUNNINGHAM, DAROLD

"Test-Taking Attitudes Among University and High School Students." *Dissertation Abstracts A,* 27(4), 1651. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to determine the degree of resistance toward taking standardized tests among university undergraduates and high school seniors planning to attend college. The relationship of test taking to class standing, socioeconomic status, sex, parents' educational level, and comparative high school differences was also to be examined in a random sample group of 431 Indiana University undergraduates and 289 high school seniors. Information was obtained through a questionnaire and an attitude scale was developed to measure the degree of test resistance. A significant number of students showed evidence of test resistance in general. Approximately 36 percent of the students tested showed resistance to testing significantly above the mean of the total group. It was concluded that female students in general are more test resistant than males. Further findings were related to the size of the high schools attended. Students who attended medium sized high schools demonstrated greater test resistance than students from large high schools. No significant difference was found for the total group with regard to socioeconomic status. It was also found that there were significant differences in test resistance among students of different achievement levels. The lowest achievers were the most test resistant.

ALUMNI

•CURRENT RESEARCH

• ASHER, E. J., JR.

Survey of Activities and Attitudes of Alumni

Institutional Research, Western Michigan University, Kalamazoo, Mich.; Institutional; January 1968—January 1969.

A descriptive survey of 1,650 Western Michigan University alumni by means of a locally designed questionnaire, "to analyze the graduates characteristics across several categories of activities and opinions, and to establish a descriptive data base of former students."

• DUNN, S. S., AND P. J. FENSHAM

Recent Diplomates at Work—Study of Employment Situation of Recent Diplomates

Faculty of Education, Monash University, Clayton, Victoria 3168, Australia; Commonwealth of Australia; 1967—1969.

A study reporting the relationship of students' training (technical) to the demands of their jobs as alumni and to their future prospects of advancement.

• FREEDMAN, MERVIN

Studies of Vassar Alumnae Who Were Studied as Undergraduates

Department of Psychology, San Francisco State College, San Francisco, Calif 94132; Institutional; September 1967—June 1969.

A descriptive field study of the Vassar college classes of 1957, 1958, and 1959, by means of tests and questionnaires (900) and interviews (80), "to assess the meaning of college education among a group of college educated women who were studied intensively as undergraduates. These women are now ages 30 to 32. In addition to immediate educational issues, the study will also shed light on ways of life in the American upper middle class . . ."

• GLOCK, CHARLES Y.

Vocational Analysis of Male College Graduates in Liberal Arts

Survey Research Center, University of California, Berkeley, Calif. 94720; U.S. Office of Education; February 1963—August 1967.

A survey of male college graduates (18,000) in 80 to 120 four-year colleges, graduating classes of 1948, 1953 and 1958, to: 1) provide information concerning vocational programs of liberal arts graduates to vocational counselors and placement officers, 2) to provide information on the experiences of alumni to college administrators and faculty members, and 3) furnish information to employers on the significant manpower resource constituted by liberal arts graduates.

• GREELEY, ANDREW M., AND JOE L. SPAETH

The Alumnus Looks at His College

National Opinion Research Center, University of Chicago, Chicago, Ill. 60637; Carnegie Corporation; 1968—June 1969.

A longitudinal study, using self-administered questionnaires to gather data on a sample of college graduates (1961 graduating classes), which will attempt to "answer questions on the relevance of a college education to the graduate's later experience and the relationship between college experiences, personal characteristics and alumni support." This is a followup study of those undertaken in the spring of 1961–64.

• KATZ, JOSEPH

Study of Adult Women

Institute for Study of Human Problems, Stanford University, Stanford, Calif. 94305; College Entrance Examination Board; October 1967—June 1969.

An exploratory study of alumnae of different colleges and of population samples by questionnaire and interview. Stanford University and Santa Rosa Junior College are providing the initial samples.

• MUELLER, KATE (Sponsor), AND MARY C. WINKLER (Dissertation)

Life Styles of Women with Earned Doctorates (Indiana University)

Higher Education Department, Indiana University, Bloomington, Ind. 47405; Personal; 1967—March 1968.

A survey primarily by means of a questionnaire of women who earned doctor's degrees from Indiana University between 1952–62 (128 = 70% response), to describe: "1) the present and past activities of the women in relation to their careers, 2) the home lives . . . at the time of study, 3) opinions about themselves and higher education for women . . ." Noted tendency for women doctors from other fields to cross over into education employment; great activity in professional organizations; 69 percent married and with children; one-third "indicated they had encountered obstacles in their careers because they were women."

• ROSSI, ALICE S.

Family and Career Roles of Women College Graduates

Social Relations Department, Johns Hopkins University, Baltimore, Md. 21218; National Institute of Health; Spring 1964—Fall 1968.

A description of women college graduates from a random sample of 135 colleges across the country by means of mailed questionnaire, to explore two major kinds of variables: 1) family orientation, and 2) career choice and commitment. Project explores both variables separately, the relationship between them, and "early determinance of both," toward a "deeper understanding of the non-cognitive aspects of women's orientation to higher education, careers and work commitment."

• SCHEIN, E.

Distribution and Packaging of Higher Education

The Sloan School of Management, Massachusetts Institute of Technology, Cambridge, Mass.; Not yet underway.

A comparison of the various educational processes involved in preparing people for the professions of management, law, medicine, and engineering, starting with college and ending with various adult education activities provided for members of these professions. Aims to "describe the roles which education plays in the life of a person—his career, his role as a citizen, and his personal development." This portion will include studies of the "external institutions that provide education in one form or another, such as professional associations, corporate educational programs, and other nontraditional institutions . . . such as, unions and other employment-related activity. Here also the question of the impact of corporate-based education for profit activity would be covered." The general approach is to "study changes in the students during and after their higher education experiences, and to relate these changes to: 1) the goals of the schools or other educational programs, 2) the events which occur during the programs, 3) the events which occur subsequently in the lives of the alumni."

• SPAETH, JOE L.

The Careers of College Graduates

National Opinion Research Center, University of Chicago, Chicago, Ill. 60637; U.S. Office of Education, National Science Foundation, National Institute of Health Foundation, National Institute of Mental Health; 1961—1967.

A survey of college graduates, using data collected by four questionnaires from an original sample of 41,000 graduates, plus data from registrars at their institutions "to discover the extent to which college graduates undertake advanced education and persist in it; to describe the kinds of jobs held by the non-graduates; to provide a general accounting of the life styles and social locations of graduates three years out of college . . . [and] assess the impact of college on its graduates, including the extent to which a college education promotes social mobility and incorporation of the talented into the labor force."

• TRENT, JAMES AND JANET RUYLE

Graduates from a Sample of Colleges and Universities (College Experience and the Alumni)

Center for Research and Development in Higher Education, University of California, Berkeley, 1947 Center Street, Berkeley, Calif. 94720; U.S. Office of Education; Completion date—September 1968.

Comparative case studies of alumni of a variety of higher education institutions, using questionnaires and interviews: "1) to determine their activities and attitudes in the areas of politics, religion, and esthetics; 2) to . . . assess changes in the young adult years, . . . 3) to relate the variations . . . (activities, attitudes and changes) to the types of students bodies and the types of colleges attended." Alumni compared by type of institution and with samples of higher education graduates of same age (N = 175) from two California metropolitan areas.

OTHER STUDIES ON STUDENTS

•CURRENT RESEARCH

• BEGGS, DON, AND ROY MAYER

Measuring Impulse Control

Southern Illinois University, Carbondale, Ill.; Institutional; July 1967—June 1968.

An empirical investigation of the impulse control of individuals, constructing the "Self-Report Test of Impulse Control" with scoring key and validation tests.

• BRIDGES, CLAUDE

Index of Physical Exertion (As a Measure of Motivation)

U.S. Military Academy, Office of Research, West Point, N.Y.; Institutional; 1966—1970.

An exploratory evaluation of the use of physiological indices before, during, and after a series of strenuous physical tasks, "as measures of motivation to enter the U.S. Military Academy." An "objective physiological measure of motivation to enter USMA might be developed . . . by further research."

• BUTTERFIELD, M., AND L. KANE

The Part-Time University Student

Education Research Unit, Research School of Social Sciences, Australian National University, Canberra, A.C.T. 2600, Australia; 1968—1969.

• KINGSLEY, G. GORDON, AND DAVID L. GIESE

Five-Ten Years Later: A Longitudinal Look (At the General College, University of Minnesota)

The General College, University of Minnesota, Minneapolis, Minn. 55455; Institutional; September 1958—June 1968.

A longitudinal descriptive study of 300 students who entered the General College in fall 1958, followed by mail survey, "to develop a more functional program for the future student population." ". . . The student population sampled is representative of the population of most metropolitan community colleges."

• KNOBLAUCH, H. C.

Position and Status of Agricultural Colleges and Graduates in Australia

Australian Council for Educational Research, Hawthorn E.2, Victoria, Australia; Commonwealth of Australia; 1967—1969.

• LUNNEBORG, CLIFFORD E.

Evaluation of Multiple Predictors and Criteria in the Community College

University of Washington, Seattle, Wash. 98105; College Entrance Examination Board; Completion date—September 1968.

A study of "the interrelationship of the College Entrance Examination Board's new Comparative Guidance and Placement with tests of the Washington Pre-College Testing Program. It will include academic and non-academic criteria for community college students."

• MARGOLIN, RUBIN J.

Feasibility of Regional Rehabilitation Counseling Center for Deaf Students . . .

Rehabilitation Institute Project, Northeastern University, Boston, Mass. 02115; Rehabilitation Services Administration; September 1965—June 1968.

A survey of data from 150 higher education institutions, 40 high school students, 25 parents, 30 specialists with the deaf by means of questionnaires and interviews "to determine the feasibility . . . of a special regional counseling facility for . . . deaf students who would attend college as part of a student body with normal hearing, [and] to determine the structure, staffing, method of operation, and functional procedures . . . Institutions of higher education have shown a considerable . . . reluctance to accept deaf students . . . resulting in a vocational situation in which the deaf are shunted into the lower level occupations."

• McGOWAN, JOHN F.

Establishment of Regional Facility to Serve the Severely Handicapped (University of Missouri)

University of Missouri, Columbia, Mo. 65202; U.S. Office of Vocational Rehabilitation; 1965—1970.

A development to "modify the facilities, and organize the services of the University of Missouri so severely handicapped students of region can attend and receive education. Major areas involved . . . are 1) modification of physical facilities . . . 2) organization and coordination of services available, and 3) creation of new services and facilities."

• O'CONNOR, PATRICIA, AND JUDITH KAHN

Validation of a Projective Measure of n Cognizance

Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, Mich. 48104; Center for Research on Learning and Teaching; July 1965—February 1968.

A project to develop a measure of n Cognizance following the procedures of McClelland, Atkinson *et al,* in the development of projective measures of other motives, for example, in Achievement. Protocols written by Ss under aroused and neutral conditions were compared and contrasted in order to identify content occurring more frequently in the aroused than in the neutral conditions. A scoring system was developed on the basis of observed differences. The scoring system was then applied to stories written by new groups of Ss and the relationship between n Cognizance and other appropriate criteria assessed.

Results to date indicate that the inter-judge reliability (rho) in scoring stories for n Cognizance is above .80. In the initial study n Cognizance scores were higher in the aroused than in the neutral condition (p less than .02 using the Mann-Whitney U). In the second study Ss scoring above the median in n Cognizance were more likely to rank high the search for knowledge as a goal of college education than were Ss scoring low. Subjects scoring high in n Cognizance also scored higher on Fricke's measure of Creative Personality (OAIS) than did Ss scoring low. Incidental findings indicated the n Cognizance was not associated with n Achievement, Scholastic Aptitude Test score, or grade point average.

• SHOUDEL, PEARL W.

A Descriptive Research Study of Biracial Student Teacher Teams

Philander Smith College, Little Rock, Ark.; U.S. Office of Education; January 1968—January 1969.

A study designed to "provide student teachers of two races with experience in human relations and to acquaint them with conditions, attitudes, misconceptions, strengths, and problems of the other race. In this project a minimum of 10 pairs of student teachers, one Negro and one white, will work together as teams. They will do one-half of their work in a predominantly Negro school and one-half in a predominantly white school. Through discussion and the sharing of experiences, problems encountered, reactions and the outcomes of their approaches toward problematic solutions, these students should be well prepared for assignment in integrated schools. Social and psychological factors which influence the learning process in the integrated school have been identified. A scale for determining the attitudes held by various groups of teachers will be administered to the student teachers before and after their participation in this project and to samplings of certain groups of teachers."

• SPENCER, RICHARD E.

College Students Questionnaire Data Related to Academic Success

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

Data arranged "by all University of Illinois and college."

• VELEMA, E., AND C. F. VAN DER KLAUW

How Freshmen at Twente Institute of Technology Spend Their Time

Technesche Hogeschool Twente, P.O. 217, Enschede, Netherlands; National; 1965—.

Appears in *Register of Current Research in the Social Sciences 1966-67* published by Dutch Social Sciences Council.

• WHITLA, DEAN K.

Study of the Scholastic Aptitude Test at Harvard

Harvard University, Cambridge, Mass. 02138; College Entrance Examination Board; 1968—.

"Results of a factor analysis of Scholastic Aptitude Test scores will be related to external criteria, such as specific course grades, seminar evaluation, and proctor evaluations."

•1966—1967 RESEARCH

• HOFFMAN, L. R., AND N. R. F. MAIER

"Social Factors Influencing Problem-Solving in Women." *Journal of Personality and Social Psychology*, 1966, 4(4), 382–390.

A study to discover why problem-solving performance in women is poorer than that of men. It examined experimentally some conditions under which women would be motivated to improve performance as compared to standard experimental conditions, that is, a male experimenter administering problems in masculine terms. The experimental variables which were tested were: 1) motivation by appealing to nurturant and affiliative motives, 2) the sex of the experimenter, 3) masculine versus feminine versions of problems. The subjects were 135 male and 367 female American students in a college introductory course. Women performed more successfully on a masculine problem-solving activity when motivated by a male experimenter than by a female experimenter. It seems that women's nurturant and affiliative motives were aroused by the male experimenter which in turn reduced the conflict between being feminine and the masculine problem-solving activity, problems were found, therefore, to be more a function of inappropriate motivation than lack of ability. But there was no evidence of social factors in female problem-solving revealed in the results. It was concluded that several variables influence women's problem-solving performance. Only a few of these variables operate for a given problem situation, however.

• RAND, LEONARD PETER

"A Study of the Relationship between the Matching of Student and Institutional Characteristics and College Choice Satisfaction." *Dissertation Abstracts A*, 27(9), 2832. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study of the relationship between student satisfaction with his choice of college and the extent to which certain of his own characteristics match those of others at his college. The study also investigated which matched student and institutional characteristics are more important than others in predicting and discriminating the degree of student satisfaction. In the spring of 1964, 7,257 students at 24 colleges were tested with the American College Survey. Personality and interest, scholastic potential, and subcultural orientation were selected as variables. The results indicate, among other things, that in four instances, groups of students who were above average on the relevant characteristics had the highest percentage of very satisfied students. Of three groups of students who were above average, below average, or similar to the average students at a particular college on a particular variable, relatively more satisfied students were found in the similar in only four of 18 cases where significant relationships existed. A finding which seems related to the sex role expectations of our culture is that university males with above-average scores on masculine scales were inclined to be more satisfied with their choice of a college. The study concluded that matching which is relevant to satisfaction seems to depend on the type of institution, the sex of the student, and the particular matching variable.

• SHAFFER, ROBERT H., AND LEO R. DOWLING

Foreign Students and Their American Student Friends. Indiana University, Bloomington, Ind., 1966.

A study was to define the problem of the cultural interaction between foreign and American students and to ascertain some of its distinguishing characteristics on a large, typical, Mid-Western university. The inquiry was approached by analyzing personal data characteristics, personality inventories scores, and personal interview responses of a group of 554 American student friends of foreign students at Indiana University to ascertain the origin and development of the relationships between foreign and American students and determine the American student's perceptions of foreign students.

Chapter II

FACULTY

FACULTY-STUDENT INTERACTION—in the classroom and elsewhere.

•CURRENT RESEARCH

• ANDRINGA, ROBERT C. (Dissertation)

Superior Students' Perceptions of College Teaching as a Career

Michigan State University, East Lansing, Mich.; Institutional; 1965—1967.

A questionnaire survey of 954 juniors and seniors with a 3.2 grade point average (88% return) plus a special questionnaire from 64 department chairmen "to produce new information which would better define the need for undergraduate recruitment of prospective college teachers and suggest directions such recruiting efforts might take." Suggests factors influential in career decision making, perceptions of college teaching, and chances of pursuing academic careers. Summary of findings: Almost none of the departments are making any special effort to encourage their most able undergraduates to consider college teaching; college teachers have greatest influence on students' perceptions of college teaching as a career.

• APT, MADELINE

Creative Behavior: An Exploration into Persistency

Education Division, Wright State University, Dayton, Ohio 45431; Summer 1968—Winter 1969.

An exploratory use of the Torrance Tests of Creative Thinking with 100 student teachers and 25 cooperating teachers in the public schools and their pupils, with pre- and post-testing to discern whether a prolonging of certain conditions designed to facilitate creative behavior may in fact establish or foster greater persistence in creative behavior. Random selection of groups of education students.

• BIGGS, J. B.

Strategies, Personality and Faculty Performance

Educational Research Unit, Monash University, Clayton, Victoria, Australia; Institutional; January 1967—December 1970.

An exploratory field study of 1,700 undergraduates, sampled from each "faculty," using several standardized instruments and one of local design, "to isolate and define modes of thinking and studying that are optimally predictive of success, differentially between faculties; and to relate such modes to student personality, school, and social background. The aims are: 1) to reduce failure rates . . . by matching study style to task style demanded . . ., 2) to help teachers analyze own problems in transmitting content . . ."

• CASSEL, RUSSELL N., AND GEORGE UHLIG

Student Image of a Superior University Professor

Educational Psychology, University of Wisconsin, Milwaukee, Wis.; Institutional; Fall 1967—Spring 1968.

A canvassing of 1,000 students at University of Wisconsin, upper division, for anecdotal accounts of critical incidents which describe for them success and failure by the professor in college. Also asked: professor's relationship to student, faculty rank, academic area. Aims to "identify and describe significant differences between the superior and ineffective university professor." The students polled are all in school of education and have grade point average of 2.5 or better. Faculty questionnaire for rating colleagues also included.

• FELDHUSEN, JOHN F., AND ERNEST McDANIEL

Relationship Between Student Ratings, Professor's Attitude and Publication Record

Department of Education, Purdue University, Lafayette, Ind. 47907; Institutional; October 1967—May 1968.

An exploratory survey and comparison of approximately 100 Purdue faculty members who have collected student rating data (fall 1967), using three instruments of local design, to try to describe "relationships among student ratings, professor's attitudes towards students and teaching, and professor's record of research and scholarship." Uses a modified 50-item version of the Minnesota Teaching Attitude Inventory adapted for use with college and university instructors. "The research and publication information will be the only responses analyzed."

• HALL, DOUGLAS T.

Study of Teaching and Learning at Yale

Yale University, New Haven, Conn. 06520; Ford Foundation; Spring 1967—Spring 1969.

An exploratory field study at Yale involving 22 instructors and 300 students in 25 undergraduate courses in humanities and social sciences, "to assess the impact on student learning of the similarity between certain teacher and student characteristics." Measured variables include: 1) teacher self-image, 2) student's image of the teacher, 3) student's self-image, 4) teaching style, 5) student's learning style. Several related studies by same author preceded this research.

• HARTLEY, T. C., BOKENKAMP, R. W., *ET AL.*

Research in Student Evaluation of Teaching

Office of Instructional Resources, Department of Engineering, University of Illinois, Urbana, Ill. 61801; Institutional; 1967—.

"Systematic continuing study and use of student evaluation of departmental instruction has been carried on for seven semesters. Formal established procedures cover data collection, machine processing, and administrative review of the results. Anonymity of students and faculty is maintained in profiles prepared by courses, and in comparisons made by course or course groups and by rank. Various validating criteria have been used, and the system is found to be useful and informative. Further validation continues."

JENNE, MICHAEL, KRÜGER, M., AND U. MÜLLER-PLANTENBERG

The Student and His Curriculum: The Situation in German, Classics and Physics

Max Planck Gesellschaft, Institute of Education Research, Berlin, Germany; Institutional, Stiftung Volkswagenwerk; Fall 1964—Fall 1968 (publication).

A comparative field study of the "situation" in German language and literature classics, and physics, using questionnaire and interviews with 1,150 students and 75 faculty members at the Free University of Berlin, University of Bonn, and University of Frankfurt am Main over period of several years "to define and . . . measure the relevance and influence of different factors such as organizational set-up, teacher-student ratio, attitudes and motivations of faculty and students, curriculum, etc. (in specific disciplines) on student academic behavior and *opinion about reform.*" Aims toward a publication that might lead to academic reform in West Germany that would take into consideration the specific situation of each academic subject (its history, "ideology," curriculum methods, etc.).

• MANN, WILLIAM R.

Changed Attitudes of College Students as Measure of Teaching

Office of Institutional Research, University of Michigan, Ann Arbor, Mich. 48104; Institutional; January 1967—July 1969.

An original and a replication study in two consecutive years of 700 students, 18 teaching assistants . . . in department of economics at the University of Michigan "to determine what behavioral characteristics of instructors, as perceived by students, effect changes in affective and cognitive qualities of students during a college course in introductory economics. Rates teaching assistants by means of College Entrance Examination Board tests, course grades, Opinion, Attitude and Interest Survey, "test of attitudes sophistication," "test of economic understanding."

• McKEACHIE, W. J., MILLHOLLAND, J., ISAACSON, ROBERT, AND RICHARD MANN

Characteristics of Effective College Teaching

Department of Psychology, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education; July 1, 1963—June 30, 1968 (present phase).

A study to identify factors "determining teaching effectiveness and student learning in college," using primarily classes in introductory psychology at Michigan University over five years.

• NEWCOMB, THEODORE, AND DONALD BROWN

The Pilot Program (An Attack on Impersonality)

Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Mich. 48104; Institutional; 1962—1968.

A study of a developmental project in the University of Michigan College of Letters, Science and Arts that "brings together the academic world of classroom, laboratory, library with the social world of the residence hall or other living arrangement of the underclassman." 1) Sections of 10 courses frequently elected by freshmen are reserved for members of one men's house and one women's house. 2) Graduate students of high academic achievement are employed as resident advisors with the status, salary, etc. of teaching fellows. 3) Responsibility lodges with committee of college faculty and three representatives of the residence halls. "In 1965, the principal change was the offering of special courses for pilot students only . . . taken to pretest certain curricular offerings being planned for the residential college." Pilot program assumes that 1) university should attempt to affect the out-of-class life of its students, 2) it can avoid forcing a manipulated environment on its students, and therefore, 3) provides the means to a "rationally unified campus life available in the residence hall, encouraging but not forcing the inter-penetration of academic and social experience. . . . The pilot student has a chance to become acquainted with faculty members under relaxed, social circumstances . . . are encouraged to invite their instructor to dinner at the hall." In 1966–1967 the program included approximately 475 freshmen and 150 sophomores, filling 64 sections of 44 courses involving the cooperation of 22 departments. They occupied three men's and two women's houses, staffed with five resident directors and 20 resident fellows. In next phase of the program, "each pilot quadrangle could become a small, two-year residential collegium with some academic facilities built in."

• SNYDER, BENSON

Educational Role of the Recitation Section

Education Research Center, Massachusetts Institute of Technology, Cambridge, Mass. 02139; Institutional; 1967—.

"An experienced psychologist has been sitting in on some classes to observe the type of activity that goes on in the class and then has been conducting extensive interviews of the students who attended the class to find out how much of their needs had been met by the classroom activity in an attempt to identify the needs which were left unfulfilled by the regular recitation class."

• SPENCER, RICHARD E.

Effect of Different Delays of Knowledge of Quiz Results on Student Achievement in Agronomy

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

• STUART, CYROL

Analysis of Hypothetical Value of Highly Structured Student Advisory Sessions with Academically Marginal Students

Social Studies, Oakland Community College, Bloomfield Hills. Mich.; Institutional.

To test Postlethwaite hypothesis that informal small group student contact with faculty member is of significant aid in upgrading the student displaying previous low academic achievement.

• TROW, MARTIN, AND SEYMOUR LIPSET

National Surveys of Faculty and Students in American Higher Education

University of California, Berkeley, Calif. 94720; Carnegie Commission on the Future of Higher Education; 1968—Summer 1970.

"Two large-scale sample surveys and two supplementary studies of a non-survey nature (1. a primary statistical analysis based on published data and 2. observational and related research techniques in a more intensive examination of a limited number of institutions or institutional complexes) as an attempt to provide a firmer descriptive base for understanding American higher education . . . as an institutional order or social system." Aims to cover the broad spectrum of higher education from junior colleges to graduate schools. "Portraits of the academic men . . . as members of a profession and contributors to their disciplines," and of "the students who form their clientele. . . . Major attention to the sorting out processes whereby institutions obtain student bodies of differing orientation and composition" and to how students view their education regarding interests and careers. To provide "a corrective to overgeneralization" by developing a typology of institutions, putting "statistical flesh on the figure, exploring the anatomy" of the system. Some particular problems include: varying patterns of training and recruitment, work, attitudes and values of faculty—how widely the patterns of leading institutions prevail; discontinuities in academic quality which clearly demarcate institutional types of functions, characteristics, and orientations. Actually, a study of distinct disciplines as well as of institutions. Student study plans to include "the unknown half—the large number of relatively modest or weak institutions." Also a typology of institutions by characteristics of student bodies.

• TROYER, MAURICE E. (Sponsor), AND WILLIAM G. DECOLIGNY (Dissertation)

Congruency Between and Among Student and Faculty Perceptions of Male Undergraduate Types

School of Education, Syracuse University, Syracuse, N.Y. 13210; Personal; 1966—1968.

Comparative descriptions of 400 students and 125 faculty members at Hamilton College, Syracuse University, and New York State College of

Forestry to discover: 1) the congruencies and incongruencies between male college students' preference of student stereotypes; 2) professors' preference for student stereotypes; and 3) students' perceptions of professors' preference for student stereotypes, using five student stereotypes by Stern's studies of college environment and an adaptation of Osgood's Semantic Differential.

• TULLY, EMERSON, AND R. MARTIN McGIRT, JR.

Academic Advisement in Three Public Universities in Florida

Florida Board of Regents, University System of Florida, Tallahassee, Fla.; Florida Board of Regents; Summer 1965—1968.

A descriptive field study, by means of interviews and questionnaires, of selected faculty members and students at three Florida public universities, "1) to determine the time spent by university teaching faculties in academic advisement and 2) to ascertain the adequacy of this advisement time as perceived by students and advisors." Population includes: 1) all faculty advisors in each division or college, 2) a stratified sample of all other teaching faculty, and 3) a stratified sample of all students.

• WILSON, ROBERT C., AND JERRY G. GAFF

Faculty Characteristics and Impact on Students

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; 1967—1970.

A comparative field study of 1,200 faculty members at six institutions (and later of faculty members at 20 institutions), by means of questionnaires from both faculty and students at each institution followed by selective interviewing. Aims to provide: "1) instruments for assessing faculty characteristics . . ., 2) empirical information of impact of faculty on a variety of students . . ., 3) contributions to theories of the teaching-learning process . . . [has] implications for differential faculty recruitment and for in-service training of college teachers."

•1966—1967 RESEARCH

• GOLDBERG, LEWIS R.

"Student Personality Characteristics and Optimal College Learning Conditions." *Research in Education,* U.S. Department of Health, Education and Welfare, (2) February 1967, p. 6.

A study to discover the number and nature of any personality characteristics of college students which predispose them towards learning more effectively from one, rather than some other, particular college instructional format. Data collected from a previous large-scale study involving about 900 college students would be analyzed. Students were taught by one of four different instructional formats in each of two college courses. They completed a comprehensive battery of personality measures which included 30 structured personality, motivation, and attitude inventories, yielding over 500 personality scale scores for each individual.

• YAMAMOTO, K., AND H. F. DIZNEY

"Eight Professors: A Study of College Students' Preferences among Their Teachers." *Journal of Educational Psychology,* 1966, 57(3), 146–150.

A study of students' preferences in the context of pressures on faculty to engage in activities other than teaching. There were four hypotheses: Given four types of professors (administrator, socialite, teacher, and researcher), 1) students would prefer teachers and socialites to the other; 2) female students would make larger differentiation between types; 3) advanced students would show a stronger preference than less-advanced students for the administrator and researcher types; 4) professors from liberal arts would be preferred to those from education. Subjects were 87 graduate, 131 senior, and 82 junior secondary education students at Kent State University. Eight brief descriptions of professors, varying only the main interest and faculty, were presented individually in random order for rating on a Likert-type scale. Analysis of variance showed a significant main effect for professor type, with an order of preference of teacher, researcher, socialite, and administrator. This effect interacted with student level as predicted. A significant faculty effect (education being preferred) disappeared when sexes were analyzed separately. No major sex differences emerged.

FACULTY-INSTITUTIONAL INTERACTION—including some teacher training programs (See pages 50-53 for related studies) and studies on academic freedom.

•CURRENT RESEARCH

• BABER, ERIC, AND ELDON LICHTY

Pilot Program of In-Service Faculty Seminars—Junior Colleges

Illinois State University, Normal, Ill. 61761; Institutional; 1967—1968.

Research preparation for a pilot program of seminars for junior college instructors in Illinois which "will include four sessions of two hours each, during second semester of 1967-68 academic year . . . at four Illinois junior colleges . . . as a guide for development of a full scale series of seminars for all of the State's two-year institutions." Content of seminars will include: 1) philosophy, nature and functions of junior college, 2) curriculum development, 3) student personnel services, and 4) terminal education. Proposal includes survey data from 34 public junior colleges in Illinois which indicate "major issues of concern among faculty members," preparation of teaching faculty, institutions of prior employment, and other responses.

• CANE, B. S.

The Teaching Day and Junior School Teachers

The National Foundation for Educational Research, The Mere, Upton Park, Slough, Bucks, England; The National Foundation for Educational Research; September 1968—September 1969.

Following a pilot inquiry, the researcher is attempting to establish "the nature of the job for which student teachers are preparing," by means of a descriptive field study of 100 "junior school teachers selected at random from a stratified sample of school in an English county. Teachers are observed for complete days during school hours . . . sample days for the whole school year are covered." This study is intended by the sponsors to contribute "to reappraisal of teacher education programs . . ." It will continue "a qualitative study of some of the sub-categories . . . of the teaching day (for example, interruptions, markings, discipline)."

• CASHIN, H. JOHN (Dissertation)

Programs for Professional Preparation of Instructors for Junior Colleges

School of Education, University of Southern California, Los Angeles, Calif. 90007; Personal; August 1967—April 1968.

A survey of 948 junior college instructors (9%), 83 deans of instruction, and coordinators of 22 programs of junior college instructor training "to review and analyze existing college and university programs for the professional preparation of instructors for California public junior colleges, and to determine components which are considered to be most appropriate for inclusion in such programs."

(Cashin's address is: Political Science Department, El Camino College, via Torrance, Calif. 90506.)

• CENTRA, JOHN, PETERSON, RICHARD E., AND RODNEY HARTNETT

Institutional Vitality Study

Educational Testing Service, Princeton, N.J.; Kettering Foundation; February 1967—April 1968.

A pilot project for developing an instrument to measure institutional vitality, that is, "some important dimensions of institutional functioning." Uses Institutional Functioning Inventory with approximately 5,000 subjects—mostly faculty, with some students and administrators—at 50 institutions. Should help understand "how various constituencies at an institution perceive what is going on."

• CHAMBERS, JACK A.

College Teachers and Their Effect on Scientific Creativity

University of South Florida, Tampa, Fla.; Institutional; May 1966—August 1969.

A comparative description of recent Ph.D.'s and their teachers in fields of chemistry, biology, and psychology, using six different instruments including a biographical inventory and an inventory of teaching factors developed by the author, with 600 recent Ph.D.'s and 1,400 college teachers. Aims to identify "those characteristics of teachers and the learning situation which significantly affect development of the college student as a creative scholar," and "provide further guidelines for selecting potentially creative students for training in the sciences."

• COOK, JOE B. (Dissertation)

Faculty Influences in the Decision Making Process of the Multi-Purpose University

Department of Educational Administration, University of Florida, Gainesville, Fla.; Personal; January 1968—December 1968.

An exploratory study by means of interviews with University of Florida staff members, to analyze governance of a large multipurpose university, including the influences of faculty in its decision making processes.

• GRAYBEAL, WILLIAM S.

Teacher Supply and Demand in Public Schools, 1968

Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; National Education Association; September 1967—August 1968.

A descriptive survey by means of questionnaires of all institutions which prepare persons to teach in public schools, providing information for about 230,000 persons. Two different forms, filled in by the department of education in each state, provide a "report of the new supply of instructional personnel" and "report of the employment status of persons prepared to teach during the previous (academic) session."

• HEDING, HOWARD W. (Sponsor), AND ORVILLE E. BOWERS (Dissertation)

Elements of Institutional Climate Pertaining to Faculty Morale

University of Missouri, Columbia, Mo.; Personal; October 1965—May 1968.

Development and testing of an instrument, "Faculty Morale-Institutional Climate scale," for describing faculty morale in institutions of higher education. In this project, 232 faculty members from a list of 1,452 "supplied by administrators of 31 public and private institutions . . . university, four year college, and two year college," rated 50 item statements pertaining to conditions at their institution and supplied personal data, for example, age, marital status, number of years of teaching experience.

• HUBBELL, ROBERT N.

Faculty Perceptions of Faculty Participation in University Decision Making

Higher Education Program, Colorado State University, Fort Collins, Colo. 80521; Institutional; January 1967—March 1968.

A replication study using a comprehensive questionnaire and interview format to sample 25 percent of permanent faculty (N = 110) at a large state university in the West "concerning their perceptions of the faculty's role in university decision making."

• HUNTER, JOHN O.

Comparative Analysis of Faculty and Administration Views on Stated Functions of the Comprehensive Community College

New York University, Niagara Community College, Niagara Falls, N.Y.; Personal; September 1967—August 1968.

With data from a questionnaire random sample of 20 percent of faculty and of administrators in New York State's community colleges, plus "extensive interviewing of personnel in 10 colleges chosen for their geographical location," this study will attempt to determine extent to which two year college faculty and administrators agree on functions of their institutions as stated in two major policy statements. One hypothesis is: "A faculty, as a collegial body, will transmit its own values and perceptions to the college. If there is a high level of conflict between faculty and institutional objectives (for example, open-door policy), the educational program is endangered." Can help indicate balance between local autonomy and central supervision.

• JOHNS, R. L., AND JOSEPH B. COOK (Dissertation)

Faculty Influences in the Decision Making Process of the Multi-Purpose University

College of Education, University of Florida, Gainesville, Fla. 32601; Personal & Kellogg Foundation; January 1968—August 1968.

A descriptive case study of the informal process of decision making in one university, using questionnaires and interviews with 88 faculty members with emphasis on 25 particular influences. Faculty are "chosen at random" but attention is given to "status leaders" and social interactions with reference to institutional governance.

• JONES, WILLIAM C.

Higher Education Seminar: For Those Planning Careers in College Teaching

Institute for College Teaching, University of Oregon, Eugene, Oreg. 97403; Institutional; 1967—1968.

Development of a one-credit course, a cooperative venture of faculty and administration, using approximately 12 lecturers over a span of three quarters "to provide preparation for advanced graduate students planning careers in teaching and administration in collegiate institutions."

• KELLY, M. FRANCES

Job-Seeking Strategies of Public Two Year College Faculties in New York State

Office of Institutional Research, State University of New York, Buffalo, N.Y. 14214; Institutional; Spring 1966—February 1968.

A descriptive field study using 1,000+ questionnaires and 71 intensive interviews with two year college faculty members employed in New York in 1965–67 to: 1) provide description of new faculty persons, 2) examine processes by which they located vacancies and new positions, and 3) evaluate the informal procedures of occupational entry.

• KOEN, FRANK M.

Michigan College Teacher Training Program

Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Mich. 48104; Institutional & Danforth Foundation; May 1967—April 1972.

A research and development project including five departments in the college of Letters, Arts and Science with 50 first level trainees, and 14 supervisors, gradually increasing to a total of 200, "to develop a coordinated multi-departmental plan for training college instructors, to raise the status and image of the Teaching Assistant . . ., to develop reliable procedures and instruments for evaluating the effectiveness of teaching and of the departmental training programs," and to provide a model for college teacher development "with very little additional investment of time and effort on the part of either graduate students or faculty."

• KOSYUNGAN, HERMINA C.

Proposed Teacher Education Program for the Preparation of Community School Teachers in Indonesia

Asian Institute for Teacher Educators, University of the Philippines, Quezon City, Philippines; Institutional; Completed 1967.

Based on a study of the regional public normal schools in the Philippines, the researcher "made on-the-spot visits . . . so community schools in four provinces and to six teacher education institutions" in the Philippines, centering upon the effectiveness of the community schools and the method and techniques used there. Organization of the small democratic communities (puroks) noted as necessary for effective operation of the community school. Teachers serve as advisors for lay leadership in "reorienting the work of existing rural schools by setting up community type schools to deal with problems of literacy, sanitation and health, communication, food production, roads, and transportation, etc."

• McCONNELL, T. R., AND KENNETH MORTIMER

Faculty Organization and Government at Selected Institutions

Center for Research and Development in Higher Education, University of California, Berkeley, Calif.; U.S. Office of Education; 1968—1969+.

An analysis of the major problems of faculty governance as they occur at selected institutions, with particular attention to: 1) faculty response to changes, 2) formal and informal ways of faculty participation in governance, 3) career patterns of academic administrators, and 4) liaison between faculty and administrators in university decision making. A pilot study "will provide a basis for identifying some of the major faculty problems." The ensuing study will then seek comparative data on those problems identified in selected institutions. The researchers hope to make recommendations "for responsible faculty participation in university governance . . ."

• McCONNELL, T. R., AND KENNETH P. MORTIMER

Faculty Participation in Governance at the University of California, Berkeley

Center for Research and Development in Higher Education, University of California, Berkeley, Calif.; U.S. Office of Education; 1967—1968.

A project to "provide an empirical basis for identifying the major problems of faculty governance" with particular attention directed to the following: 1) faculty response to change, especially in times of crisis; 2) academic senates as structures for democratic faculty participation in university governance; 3) the adjustments and orientations which faculty make in order to participate in governance; 4) the career patterns whereby faculty move into administrative positions; 5) the liaison between faculty and administration where they share jurisdiction in a given policy area. Data will include information on 13 variables from a 10-year representative sample of Berkeley faculty, data on "every faculty member member who served on an academic senate committee from 1957 to 1967," and interview data from 90 senate members.

• MURPHY, DAVID E. (Dissertation)

Attitudinal Factors and Faculty Perceptions of Involvement in Policy

Michigan State University, East Lansing, Mich., 48823; Personal; November 1967—June 15, 1968.

An exploratory comparison of the relationships between attitudinal factors which influence faculty morale and faculty perceptions of their involvement in policy formulation at public community colleges in Michigan, using two faculty survey forms (original) with a random sample of 600 community college faculty members from all the Michigan Community Colleges, 1967–68. "To determine whether or not a relationship exists between faculty involvement in the formulation of community college policy, and faculty morale."

• PARSONS, TALCOTT, AND GERALD M. PLATT

The American Academic Profession

Sociology Department, Harvard University, Cambridge, Mass. 02138; National Science Foundation; 1967—1969.

A study of the academic profession that will include 116 colleges and universities, building upon a pilot study of 420 faculty members in six liberal arts departments in each of eight institutions which were rated (the eight schools) according to size, quality, and research orientation using a "scale of institutional differentiation"—three high, three medium and two low,—in differentiation of faculty and administrative functions. Hypothesis: "The medium differentiated schools are undergoing the most rapid upgrading and, as a result, are placing the least coordinated demands on faculty." Also, "institutional prestige is highly correlated with such factors as salary, lightness of teaching load, and . . . level of academic freedom." Questions to faculty probed opinions on academic integrity, freedom and tenure, bureaucratization, departmental, faculty and administrative decision-making, attitudes toward teaching and research, proportions of time given to various duties, and desires for change.

• RAPAPORT, CHANAN

Role Identification of Teachers and Termination of Their Teaching Careers

National Institute for Research in the Behavioral Sciences, Bressler Center for Research in Education, Columbia Street, Kiryat-Menachem, Jerusalem, Israel; Institutional; 1967—.

• RAPAPORT, CHANAN

In-Service Training of Teachers: Attitudes and Aspirations

National Institute for Research in the Behavioral Sciences, Bressler Center for Research in Education, Columbia Street, Kiryat-Menachem, Jerusalem, Israel; 1967—.

• REISMAN, ARNOLD

Flow of Doctorate Holders into College and University Staffs

Department of Operations Research, Case Western Reserve University, Cleveland, Ohio 44106; U.S. Office of Education; September 1966—January 1968.

A conceptual, mathematical model is simulated on a large Digital Computer for studying the feedback of persons holding doctoral degrees into the faculty of institutions of higher education. "Relates the . . . production and/or attrition of degree holders to rates of production in previous years of lower level degree holders and to several behavioral and economic variables." Resulting postulates to be tested against available historical data.

• TOLLE, DONALD J.

Junior College Teacher Training

Southern Illinois University, Carbondale, Ill.; Institutional, Ford Foundation; July 1966—June 1970.

Cooperative 1-year and 3-year Master's degree programs for assisting in the development of teachers of academic and technical subjects for junior colleges, technical institutes, and other kinds of post-secondary institutions; with provision for supervised internship on one of the campuses of the Junior College District of St. Louis-St. Louis County, Missouri.

• UKAI, NOBUSHIGE

Comparative Study of Academic Freedoms in the U.S. and Japan

East-West Center, Honolulu, Hawaii; December 1967—March 1968.

• VAN, IMU THI KIM

A Proposed Program for Community School Teachers in Viet Nam

University of the Philippines, Quezon City, Philippines; Completed 1967.

"A detailed presentation of practices and trends of the Philippine Community School and training of teachers for this type of school; proposes a program for training community school teachers in Viet Nam . . . to take into consideration the special needs and objectives for the development of education in the Republic of Viet Nam."

•1966—1967 RESEARCH

• HAGSTROM, DAVID ALAN

"College Image and Organizational Character: Differentiated Perceptions of Various Groups in a Junior College." *Dissertation Abstracts A*, 27(7), 2026–2027. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study describing the college image and organizational character of a particular junior college, organizational character being defined as the derived treatment of pooled perceptions of various publics. The College and University Environmental Scales and two questionnaires designed to record the various perceptions of college image were selected and administered to 610 participants comprised of faculty, members, college students, alumni, residents of the local community, high school counselors, and high school seniors. The study found that although there were differences in the ways various groups perceived the college environment, it was clear that all the reporters were describing the same place. New students were unable to anticipate the college environment. A singular public image of the college did not exist. The students described the college as a place where the individual was important and where he received much individual attention. Many students, faculty members, and alumni perceived of the college as having a special quality that distinguished it from other institutions. Most of them singled out individual concern as the special quality. However, the junior college was not considered different from other colleges, and its students were not considered different from those at other colleges and universities.

• HARGENS, LOWELL L., AND WARREN O. HAGSTROM

"Sponsored and Contest Mobility of American Academic Scientists." *Sociology of Education*, Winter 1967, 40(1), 24–38.

An analysis of data for 576 natural scientists currently faculty in U.S. graduate institutions, showing that the prestige of the institution where a scientist received his doctorate is related to the prestige of his present affiliation even if the effects of his productivity are controlled. The relative effects of prestige of doctoral institution and productivity vary between different levels of the academic stratification system and between different stages in the scientific career.

• LEWIS, LIONEL S.

"Faculty Support of Academic Freedom and Self-Government." *Social Problems* 1966, 13(4), 450–461.

A study assessing the accuracy of two divergent views of the way faculty feel about academic freedom and self-government. Questionnaires were distributed to the faculty of a northeastern American state university, with 56 percent of the 509 served returned. Two hypotheses were tested: 1) the faculty in different schools or colleges within an institution will have dissimilar attitudes toward academic freedom and self-government and 2) the faculty in different disciplines within an institution will have dissimilar attitudes toward academic freedom and self-government. The findings supported the two hypotheses. Generally support of academic freedom was strongest in schools of public administration and arts and sciences; it was less in schools of education, medical sciences, and engineering. Disciplines in support of academic freedom were behavioral and social sciences and humanities. The same pattern of response was found in regard to self-government.

• YAMAMOTO, KAORU, AND O. L. DAVIS, JR.

"Teachers in Preparation: Motivation, Ideational Fluency and Interprofessional Attitude." *Journal of Teacher Education*, (USA), 1966, 17(2), 205–209.

A study of a sample of 102 female students in their junior year at Kent State University, 27 in the secondary education program, 42 in elementary education, and 33 in early childhood program. The Personal-Social Motivation Inventory, Minnesota Tests of Creative Thinking and the Interprofessional Attitude Inventory were used. The findings suggest that preparatory programs for different levels of schooling tend to attract and/or retain teacher candidates with different motivational characteristics. Seemingly, the early childhood education program is represented by those students whose critical and power motivation are significantly lower than those of secondary or elementary education students.

ACADEMIC SPECIALIZATIONS—the importance of, also faculty ranks, and projects on departmental duties. Includes studies on teaching assistants.

•CURRENT RESEARCH

• ALBORNOZ, ORLANDO

Profile of a Faculty

Universidad de Carabobo, Valenica, Venezuela; Institutional; November 1967—November 1969.

A descriptive case study of a faculty of engineering, using data from questionnaires from 1,600 students and 130 professors "to study the whole complex of social relations in a given faculty" . . . "the main idea is that faculties are units that reflect better than the university, the nature of university, the nature of university life." May have significance for recruitment and "development" of professors.

• ALEXANDER, LAWRENCE T., AND ROBERT H. DAVIS

A System Training Program for Graduate Teaching Assistants

Office of the Provost (Learning Service), Michigan State University, East Lansing, Mich.; Spring 1968—Summer 1970.

An experimental program to develop and test training procedures for graduate teaching assistants. In the first year, three groups of GTA's, one group per term, teaching discussion sections in the social sciences, humanities, and mathematics, will conduct regularly scheduled classes in an experimental classroom facility.

Each TA will have the opportunity to experiment with several instructional methods in order to develop and improve an individually comfortable and efficient style of teaching. The TA's will work as a group with various methods of providing and utilizing performance feedback, or knowledge of results, including video tape recordings, classroom interaction analysis summaries, measures of students' perceived learning, and measures of the ability to predict student learning and attitudes. Plans include use of discussion sections limited to 25 students, allowance of ¼ time to 10 hours per week to each teaching assistant, recruitment of TA on volunteer basis, and lectures on instructional system design, application of basic learning principles, and group interaction processes. The second year phase will include systematic evaluation of the final training program.

• CHASE, JOHN L.

The Graduate Teaching Assistant in U.S. Universities

Planning, Evaluation and Reports Staff, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202; U.S. Office of Education; September 1967—September 1968.

"A survey of published material on the 'TA' system in institutions of higher education . . . to describe what is known about the system, to analyze benefits and drawbacks, and to state what needs to be done to improve the system." Uses U.S. Office of Education statistical data and "a few institutional studies."

• CLARK, KENNETH E.

Effective Use of Graduate Students in Undergraduate Instruction

University of Rochester, Rochester, N.Y.; ESSO Foundation; February 1965—March 1968.

A multiphase study by means of questionnaires and interviews involving 2,000 undergraduates, 300 graduate students, and 20 department chairmen offering graduate study in 20 universities "comparable in size and composition to the University of Rochester. Aims to ascertain the "ways in which graduate students are currently used in a number of departments, . . . evaluating the effects of their use on student learning, on student attitudes and beliefs, on the attitudes and beliefs of graduate students and faculty, and on the development of a campus intellectual climate." Seeks to "demonstrate that there are highly effective ways in which graduate students may be used to promote the instructional process in a liberal arts college . . . associated with a strong graduate program."

• DUBIN, ROBERT

Growth of Academic Departments

University of Oregon, Eugene, Oreg. 97403; Center for the Advanced Study of Educational Administration; Completion date—August 1968.

An analysis of staff growth rates for all colleges and universities in the Oregon system of higher education. "For the two universities the study has begun to isolate characteristic growth patterns that distinguish special types of departments. Focus is on the preference schedules for utility functions by which educational administrators make resource allocation decisions in higher education." See "Costing Students in Higher Education: A Case Study"; "The Theory of the Educational Firm"—(Siegal).

• DUBIN, ROBERT

Growth of Non-Standard Academic Units (The Bureau, The Institute, etc.)

University of Oregon, Eugene, Oreg. 97403; Center for the Advanced Study of Educational Administration; August 1968.

Along with a study on the growth of academic departments, this research seeks "to discover systematic relationships between changes in organizational function and changes in the form of the organization itself."

• DUBIN, ROBERT

Sample Survey of Graduate Assistants

University of Oregon, Eugene, Oreg. 97403; Center for the Advanced Study of Educational Administration; Completion date—August 1968.

A nationwide sample of approximately 1,300 respondents has been coded and transferred to computer tape, leading toward a report on the sources and characteristics of professional and nonprofessional staff in higher educational institutions. (Reference Preliminary Report: "The Assistant: Academic Subaltern" in the *Administrative Science Quarterly.*)

• FIDLER, PAUL P.

The Graduate Assistantship: Practices, Perceptions, and Proposals . . .

Florida Board of Regents, University System of Florida, Tallahassee, Fla.; State of Florida, Board of Regents; September 1966—May 1968.

A descriptive field study of 2,005 graduate assistants at four public Florida universities with questionnaire data also from "all departmental chairmen employing graduate assistants . . . to determine the extent and nature of current practices relating to the employment and evaluation of graduate assistants" in Florida University System. Two locally developed questionnaires. May offer guidelines for more effective use of graduate assistant's and budget and curriculum planning. Builds on previous study of the teaching assistant and undergraduate instruction.

• FIEDLER, FRED, EPPERSON, D., AND R. WALLHAUS

Organization of University Departments

Administration Data Processing, Management Operations Division, University of Illinois, Urbana, Ill. 61801; Institutional; Fall 1967—Summer 1968.

A field survey of 900 academic staff members in 40 departments in the University of Illinois using central administration data and staff survey form as well as "staff activities data through data processing," toward an "understanding of the effects of the organization." May help determine factors significant in academic department effectiveness. Does not include measure of students.

• GIANINI, PAUL C., JR. (Dissertation)

Professional Competencies of Teachers of Technical Education

Department of Education Administration, University of Florida, Gainesville, Fla.; Personal; March 1968.

A descriptive study of the "entire population of Florida's technical education teachers" (106), by means of questionnaires and sociometric ratings to "determine whether professional competencies of teachers of technical education . . . are a function of a number of educational background variables."

• HALLS, W. D.

Levels of Achievement Required for University Entrance in Member Countries, Council of Europe

Department of Education, University of Oxford, Oxford, England; Council of Europe & Gulbenkian Foundation; January 1966—1971.

A descriptive and analytic comparison of university entrance requirements in the main academic disciplines, including mathematics, physics, Latin, modern languages, economics, biology and chemistry, using data from government publications, questionnaires of professors in selected disciplines, and group consultations with experts from the member states of the Council of Europe, in order 1) "to make it possible to achieve mutual recognition of standards for univerity entrance by participating countries," 2) to disseminate information and stimulate international discussion about syllabuses and aims of certain disciplines, and 3) "to devise tests enabling an assessment of the results obtained in course teaching." An obvious aim of the study is toward "rapprochement" in European higher education.

• MARCH, R. R., AND R. J. JACKSON

Aspects of the State of Political Science in Canada

Carleton University, Ottawa, Canada; Institutional; 1965—1966.

A descriptive comparison of 77 teachers of political science in Canadian institutions, by means of questionnaires, "to determine some of the attitudes of political science professors to issues within the discipline, and to examine their . . . source of degrees." Replicates most of Tannenhaus study of American political science professors.

• O'BANION, TERRY, AND JOSEPH FORDYCE

Survey of Academic Advisory Program in Junior Colleges

University of Illinois, Urbana, Ill. 61801; American Association of Junior Colleges; 1968—.

A survey of academic advisory programs in all junior colleges listed in the American Association of Junior Colleges directory, by means of questionnaires, to provide models of academic advising programs for new junior colleges.

• SCALES, ELDRIDGE E.

Academic Preparation of Faculty in Higher Education Institutions of the South

Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Ga. 30308; Southern Association of Colleges and Schools; September 1967—June 1968.

A comparative study by means of a survey of 8,000 faculty members at 127 two-year colleges with 28,000 faculty members at 286 four-year colleges. "It is developing into a most comprehensive view of the faculty in accredited institutions of the South—undergraduate and graduate degrees, teaching experience, prior employment, use of graduate assistants, assignment and status, and geographical patterns of preparatory migration."

• SHIMBORI, MICHIYA

International Comparison of Career and Personnel Administration of College Professors

Department of Sociology of Education, Hiroshima University, Hiroshima, Japan; Japan Ministry of Education; August 1966—October 1968.

Descriptive comparison of "the relationship between career and education, and the system of recruitment and promotion of professors in the main countries" (excluding Communist zone) by means of questionnaires from 773 universities around the world. An "effective procedure of training and supply of university teachers" is suggested by this project.

•1966—1967 RESEARCH

• PROCTOR, SAMUEL D.

"A General Education Curriculum Revision Project—A Two Year Program of Curriculum Development with Selected Predominately Negro Colleges." *Research in Education*, November 1967, (11) 5.

A study, completed in July 1968, of the extent to which newly developed and relevant curriculum materials, together with innovative pedagogical techniques can overcome the deficiencies of a group of students in predominately Negro colleges. These materials were developed by selected faculty of the participating colleges and the curriculum resources group of the institute for services to education during the summer of 1967.

PROFESSIONAL ROLES—faculty as teachers, researchers, and professional persons.

•CURRENT RESEARCH

• ARMSTRONG, ROSS

Faculty Time Allocation Study

Institutional Research, University of Minnesota, Minneapolis, Minn.; Institutional; Fall 1967—Summer 1968.

A quarterly accounting of the use of time of faculty members in the College of Veterinary Medicine, for one week each quarter. Uses a daily time log in 15 minute blocks, to record time spent on research, travel, editing, writing, continuing education, classes and classroom preparation, diagnostic lab, etc. from 6 a.m. to 12 p.m. Requested by the faculty itself. Final tabulation will include a composite of "student contact hours" differentiated for undergraduate and graduate students. Self-report by faculty members.

• BROWNE, R. K.

Determinants of Recruitment to the Academic Profession: Socio-Educational

University of New England, Armidale, 2351, New South Wales, Australia; Institutional; February 1967—July 1969.

A descriptive survey of "the career patterns of members of the academic staff at the University of Melbourne (800) and the University of Queensland (600) by questionnaires, plus interviews with 200 academic staff people appointed to the University of Queensland during the past three years," plus interviews with 150 superior seniors graduating in 1968 from the University of Queensland, plus interviews with "a selected sample of department heads (25)." Aims to "examine the interaction of psychological and sociological factors associated with choosing an academic career within universities. The weight of the study will be on theoretical issues related to decision-making behavior, but it is anticipated that the findings would also have important implications in the more practical matter of university recruitment." Questionnaires are quite extensive and well differentiated.

• BUASRI, SAROJ

To Explore, Compare and Synthesize the General Western and Eastern Approaches to Teaching

The East-West Center, Honolulu, Hawaii; January 1968—May 1968.

A comparative study of the democratic and the Buddhist bases of education which includes: 1) "Presenting Buddhist principles in understandable terms," and presented by means of problem-solving methods; 2) "Formulating a normative philosophy of education as an offshoot of the principles described in number one." The researcher finds that the theory which derives from Buddhist principles, "The Four Noble Truths," "compares and measures up very favorably with the modern democratic philosophy of education that is in operation in the Western world, especially the United States of today." The researcher also 3) draws a comparison between the teaching steps inherent in The Four Noble Truths of Buddhist philosophy and those of the problem-solving methods. This study will comprise Chapter IV of a book in English, "A Philosophy of Education: the Confluence of Buddhism and Democracy."

• CALDWELL, EDWARD

A Study of Faculty Incentives and Attitudes

Office of Evaluation Services, University of South Florida, Tampa, Fla. 33620; Institutional; 1968.

A descriptive survey of the faculty at the University of South Florida, using the Academic Staff Questionnaire (D. P. Theophilus, University of Michigan, 1967 dissertation) submitted to all members of the teaching and research faculty and all faculty administrators with one section submitted only to faculty administrators. Two hundred ninety-four out of 500 were returned (60%), with good correspondence to proportions according to rank, sex, and academic unit. Four sections of the instrument include: 1) "conditions of academic service, 2) nature of academic service, 3) improvements desired, 4) biographical." The section for administrators solicits information about "1) what incentives are important, 2) the extent to which incentives are present and satisfying, 3) variations of these perceptions among colleges and academic ranks, and 4) differences between administrators and faculty on selected topics." Comparisons included between University of South Florida and University of Michigan "on each sub-scale."

• COLVARD, RICHARD (Sponsor), AND ANDRE BENNETT (Dissertation)

Private Foundation Trustees and Their Academic Professional Affiliations

Department of Sociology, State University of New York, Buffalo, N.Y.; Institutional and Personal; 1967—January 1969.

A study comparing original data by researcher on 12 foundations and their trustees with published data (by H. P. Beck) on 30 major universities, in light of "three general questions regarding foundation trustees who control our major foundations: 1) Who are these men? 2) What do they do? and 3) What is their impact on American higher education?" Includes those foundations having marketable assets of $100 million or more as of 1965

• COLVARD, RICHARD (Sponsor), AND JUDY E. EWING (Dissertation)

Peaks and Valleys in Scientific Careers: A Sociological Analysis of Physical and Natural Scientists in U.S. Universities

Department of Sociology, State University of New York, Buffalo, N.Y.; 1967—1969.

• COPP, LAUREL A. (Dissertation)

A Repertoire of Perceptions of the Role of the Professor

Department of Higher Education, University of Pittsburgh, Pittsburgh, Pa.; Personal; Spring 1966—August 1967 (Phase I).

A unique effort by means of "projective cartoons" to explore the role theory with regard to the higher education professor, with responses to several instruments by 1,000 persons—ladder faculty, beginning college teachers, college freshmen and seniors, and parents of students. Instruments include personal data inventory, role word check list, AVL Scale, and Copp's professorial role projective cartoons (instrument copy on file). Further studies of other roles underway.

• DRIESSEL, A. BERKLEY

Recent Developments in the Concept and Practice of Academic Freedom

Department of Speech and Drama, Stanford University, Stanford, Calif. 94305; June 1967—June 1968.

A descriptive and interpretive study, by means of documentary analysis and rhetorical analysis, concerning "new contexts of academic freedom . . . as a characteristic and unique dimension of the academy as opposed to other educational institutions."

• DUBIN, ROBERT

Analysis of Published Studies Comparing Lecture and Discussion Methods of College Teaching

University of Oregon, Eugene, Oreg. 97403; Center for the Advanced Study of Educational Administration; Completion date—August 1968.

Using the data from the studies made over a period of five decades (69 independent comparisons of the two teaching methods and a total of 191 comparisons and contrasts) this study will next develop a *computer program* for handling a comparable body of data from which comparison may be made with other teaching methods.

• ECKERT, RUTH (Sponsor), AND HAZEL M. JOHNSON (Dissertation)

Perceptions of Teaching Responsibilities in Baccalaureate Nursing Programs

University of Minnesota, Minneapolis, Minn. 55455; Personal; March 1968—December 1968.

A descriptive survey of 714 persons involved in nursing instruction in Minnesota (306 beginning instructors, 233 experienced instructors plus deans, directors, and other administrators) by means of a Q-sort, using 60 job-related tasks and biographical questionnaires, "to determine how beginning instructors perceive both the relative importance and difficulty of their present job responsibilities and to test certain hypothesized relationships between 1) beginning instructors' views and those of experienced colleagues and administrators and 2) the degree of congruence revealed in these different sets of impressions and the expressed job satisfaction of faculty members . . . Should contribute to orientation and in-service education programs, and to greater staff retention and job satisfaction."

• ECKERT, RUTH (Sponsor), AND CHARLES W. KING (Dissertation)

Factors Related to Faculty Service in Church Colleges

Higher Education Department, University of Minnesota, Minneapolis, Minn. 55455; Personal; March 1968—September 1968.

A study of the faculties in six liberal arts colleges and seven Bible colleges (four-year, regionally accredited) associated with the "centrist" and "rightist" Churches of Christ—Christian churches, by means of questionnaire and the Colleges Characteristics Index, polling only the 625 faculty members who are full-time, to provide information of value in faculty recruitment and retention for these colleges and similar institutions. The study will investigate relationships between faculty recruitment and satisfactions in church colleges by providing data on: 1) type of institution, 2) preparation of faculty, 3) nature of present position, 4) personal, economic, and religious background, and 5) a standardized evaluation of college environment. Data will also be used to test the Burton Clark theory of faculty subcultures (teacher, demonstrator, scholar, consultant).

• FARRIS, THEODORE N.

The Academic Marketplace Revisited, Faculty Mobility in Publicly Supported Two-Year Colleges in Greater New York Metropolitan Fund

School of General Studies, Columbia University, New York, N.Y. 10027; Personal; April 1965—January 1968.

A sociological replication study modelled on *The Academic Marketplace*—using 123 interviews with department chairmen, colleagues, and deans of former faculty members of "two-year colleges in New York area," to 1) document the actual workings of the marketplace in the New York area for a two-year period, 2) determine the amount and kind of mobility and the reasons for it, of full-time faculty in junior colleges in the New York area, 3) use the interview schedule of Caplow & McGee for study of junior college faculty."

• FRIEDMAN, NORMAN L.

The Sociology of the Jewish Academic Man

California State College, Los Angeles, Calif. 90032; Institutional; September 1967—Summer 1969.

A comparative case study, by means of long semistructured interviews with 43 professors of English and physics in Boston area institutions, to explore and analyze "popular and sociological ideas related to the ethnic orientation . . . of Jewish-born academicians in higher education," and describe similarities and differences across academic discipline lines.

• GRAYBEAL, WILLIAM S.

Teacher Supply and Demand in Higher Education, 1966–1967

Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; National Education Association; September 1966—August 1968.

A comprehensive and descriptive survey concerning all teaching faculty in higher education in the U.S. (*U.S. Office of Education Directory, Part III*) divided into four-year and two-year institutions, "to estimate the status of faculty supply and demand in major subject groupings in higher education, 1966–67."

• HAMBLIN, ROBERT H.

Collective Values and Conflicts Among College Professors

Social Science Center, Washington University, St. Louis. Mo.; U.S. Office of Education; 1966—.

"This investigation will study the status systems which are present in a group of university professors. Eleven achievements, abilities, and personality traits of each professor will be rated by four sets of evaluations—1) graduate students, 2) other professors in their departments, 3) university administration, and 4) outside professors in the same field. On the basis of the ratings the importance of each of the 11 achievements and characteristics studied will be determined. Status systems and values when clarified can be used in examining the usefulness of the status system."

• HANSEN, B. L., AND S. SANDLER

Study of Faculty Activities at the University of Toronto

Office of Institutional Research, University of Toronto, Toronto 5, Ontario; Institutional; Fall 1966—1967.

A study of faculty activities to serve as the data base for subsequent decisions about professorial work loads. It will be updated periodically. A questionnaire survey (60% R) has six sections: 1) instructions and purpose, 2) appointments, 3) hours per week devoted to instruction of any kind, 4) hours per week on graduate supervision, 5) hours in assisted and university research, graduate seminars, and study, 6) hours on administrative, advising, student services, professional groups, and "unremunerated public service" activities. Broken down by rank and years on faculty (University of Toronto).

• HANSEN, B. L., AND S. SANDLER

Decision Information Sub-System: Departmental Decisions

Office of Institutional Research, University of Toronto, Toronto 5, Ontario; **Institutional; 1968—.**

A project to provide "a continuous record of the most recent actual and planned decisions of departmental chairmen is to be established. This would include decisions on such matters as class size, and administrative support staff for faculty." Part of the larger system is being established by the University of Toronto for integrated administrative information and decisions system.

• JAY, W. BYRON

Professorial and Administrative Attitudes toward the Professors' Work Environment . . .

Institute of Higher Education, University of Georgia; **Personal; September 1967—June 1968.**

An exploratory field study, at eight four-year colleges in the Southeastern U.S., of 500 faculty and 100 administrators, using an adaptation of "Academic Staff Questionnaire," to see "whether professors and academic administrators share the same attitudes toward the incentive system in the professors' environment including their attitudes toward criteria used in evaluating professors for promotion in rank and salary increases. Explores faculty-administration relationships."

• KINKER, H. R.

Characteristics of Instructors in Technical Institutes, Junior Colleges

Higher Education Department, Indiana University, Bloomington, Ind.; **October 1968—October 1969.**

A proposed random sampling of chief administrative officers and technical instructors at 80 two-year institutions (technical) representative of all such two-year institutions in the U.S., to build an information base concerning "the academic and occupational preparation of these instructors; the kinds of certificates, diplomas, or degrees they hold; length of occupational experience in industry; where and how . . . recruited for service in institutions; academic rank now held; salary level; criteria for retaining, promoting . . . or terminating; numbers of instructors employed; projected needs for next five years . . ." Population is approximately 750 institutions, in which "roughly 50% of the students enrolled . . . are majoring in what purports to be occupational preparation of an advanced stage of complexity . . ." Hypothesis is that these institutions generally are promising a level of technical education which, because of the dynamics of faculty recruitment in these disciplines, they cannot fulfill. Data to be gathered both by questionnaire and interview.

• LEVY, CHARLES J.

Process of Integrating White Faculty Members into a Predominantly Negro College

Graduate School, Tuskegee Institute, Tuskegee, Ala. 36088; **U.S. Office of Education; 1966—.**

A three-stage inquiry and training program combined, to culminate in interviews and analyses by student assistants with white and Negro faculty members at Tuskegee, on the basis of hypotheses to be formed during the project. Two sets of independent variables will be focused upon to determine factors of nonacceptance of white faculty members by lower division students and of acceptance by upper division students. Phase 1: Intensive field methods course for student assistants. Phase 2: Participant observation by student assistants and formation of hypotheses. Phase 3: Preparation and administering of a questionnaire-interview.

• McGEE, REECE

Career Decision Study

Sociology Department, Purdue University, Lafayette, Ind. 47907; **Hill Foundation; September 1966—September 1968.**

An exploratory field study of "the labor market for faculty of private liberal arts colleges," using interviews with regular faculty members in the three professorial ranks of 11 of the "best midwestern private liberal arts colleges," totaling 130 interviews and 700 faculty members surveyed by questionnaire. "Objectives: 1) to explore the liberal arts college as a segment of the academic social system, 2) to examine the academic labor market of the liberal arts college from the prospective of the job-candidate." Will . . . "derive information describing the types of individuals who become teachers in liberal arts colleges, define factors which motivate faculty members to retain specific positions in liberal arts colleges, determine the extent to which acceptance or rejection of opportunities . . . may be predicted."

• MEYER, ROY, AND DON BEGGS

Changing Teachers' Expectations

Southern Illinois University, Carbondale, Ill. 62901; Institutional; 1967—1968.

Research project to 1) select or develop an achievement criteria instrument and a scale to measure teachers' perceptions of their students' academic abilities and 2) modify Amidon's Verbal Interaction Category System (VICS) so that it can be used for individual student-teacher interaction analysis, as well as for identifying "classroom type" and studying classroom-teacher interaction.

• MORRISON, JAMES L. (Dissertation)

The Relationship of Socialization Experience, Role Orientation, and Acceptance of the Comprehensive Community Junior College Concept by Junior College Faculty

Center for Study of Education, Institute for Social Research, Florida State University, Tallahassee, Fla. 32306; Institutional; January 1968—October 1968.

An exploratory survey of the total teaching faculty of nine Florida junior college campuses by questionnaire (original) to explore 1) variation in the degree to which public junior college faculty accept the philosophy and purposes of the comprehensive community junior college, 2) variation in role orientation vis-a-vis students and 3) the assumption that faculty who are student-oriented will also accept the community junior college concept.

• PHAY, JOHN E. (Sponsor), AND KERMIT MILLER (Dissertation)

Bases for Equalizing Faculty Loads in Higher Education Institutions

Institutional Research, University of Mississippi, University, Miss. 38677; Institutional; Completion date—June 1968.

A study to 1) divide faculty work load into component parts, 2) ascertain present and past faculty load assignment procedures, and 3) develop a rationale for measuring faculty work load. Faculty work load was broken into 25 distinct components likely to be considered a part of faculty work load by different institutions. A rationale was developed for measuring assignments of each of the 25 components, three factors from each component. These factors are 1) ability required, 2) responsibility incumbent on the faculty member, and 3) the time normally required to complete the task or tasks. The responsibility and ability factors are combined to obtain a mean which is called the X measure. The product of the X measure with the third factor of time called the time measure gives a number of points per component per week.

• REDEFER, FREDERICK L.

Faculty Morale Status in the NYU School of Education

Committee on Faculty Welfare, New York University, New York, N.Y. 10003; Institutional; Spring 1967.

Poll of 301 faculty members, New York University School of Education, opinions on hypothesis "that the extent of positive responses . . . to a series of statements about policies and practices in the school reflected morale within the faculty." Defines morale as "the degree to which members (faculty) willingly and freely expend their skills and abilities to achieve known and accepted objectives." Statements on aims and programs, administration, policies regarding faculty, faculty-faculty relations, faculty-student relations, research and teaching, freedom, facilities, communications are rated on scale of strongly agree, agree, disagree, strongly disagree. Included are 94 items, "morale tendency scale" some comparative data from Fordham. Redefer has done similar studies of other faculties.

• ROARK, WILLIAM F. (Dissertation)

Career Orientations and Rewarded Activity as Perceived by Selected Junior College Teachers

University of Georgia, Athens, Ga. 30602; Personal; January 1966—April 1968.

An exploratory field study using questionnaires from 283 faculty members in 11 junior colleges in Southeastern U.S. Seeks to classify the role perceptions of junior college teachers as "oriented toward the institution, research, discipline, teaching or a combination of these." Also describes several contrasting pairs of attitudes toward the work environment by the junior college teachers and their relationship to career style and rewards, plus other socio-economic variables.

• ROBINSON, GLEN, AND WILLIAM S. GRAYBEAL

Status and Opinions of the Teaching Faculty in Higher Education

Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; National Education Association; Fall 1964—Fall 1968.

A questionnaire survey of a national sample of 3,100 faculty persons, selected from a sample of institutions "within several classifications of institutions," to "identify the personal and professional status of the teaching faculty in higher education, review the opinions of the teaching faculty about selected issues, and to establish a two-stage sampling procedure which may be used to efficiently survey the teaching faculty in higher education." A preliminary report appears in the *National Education Association Research Bulletin*, February 1966.

• ROSE, GERALD L.

Differential Returns to Human Capital in Professional Labor Markets

Business Administration, University of Iowa, Iowa City, Iowa 52240; National Science Foundation; Completion date—1968.

An exploratory analysis of institutional data on 3,000 faculty members at the state university to "examine the utility of long-run analysis of interprofessional compensation differentials . . . to discover the past pattern of long-run economic incentives to pursue particular fields and examine their impact on the allocation of academic professionals, to explore the consequences of the conflict between organizational pressures towards uniformity in compensation and economic pressures toward inter-professional differentials."

• SHEFFIELD, EDWARD F.

Characteristics of Effective University Teaching

Higher Education (Innis College), University of Toronto, Toronto 5, Ontario, Canada; Institutional; 1968—.

Exploratory case study, using questionnaires and interviews with "recent graduates of about 20 universities in Canada and an approximately equal number of university teachers identified by the graduates as 'excellent,'" toward the identification of salient characteristics of effective university teaching in Canada.

• SHERRELL, RICHARD E.

New Roles for Academic Man

Department of Higher Education, National Council of Churches, 475 Riverside Drive, New York, N.Y.; 1968—1970.

"Commission VI," Phase I, will explore "disparity between the way academic man tends to see himself, the way his image is presented in society, and the ways in which he actually functions professionally. Phase II will project possible new roles for academic man, set up experiments within colleges and universities where they can be tested, and try to clarify the value and award systems . . ."

• WARD, GORDON A. (Dissertation)

Community College Teacher Preparation Needs

Department of Adult and Higher Education, University of Wyoming, Laramie, Wyo. 82070; Personal; January 1968—Fall 1968.

An assessment of the opinions of randomly selected community college administrators, teachers, and students (300 at 100 junior colleges) "to determine the needs and to establish a program for the training of teachers for community colleges at the University of Wyoming." Original questionnaire used.

•1966—1967 RESEARCH

• GENTRY, E. LINNELL

"An Analysis of Secondary-School Social Studies Methods Courses in Tennessee Colleges and Universities." *Dissertation Abstracts A*, 27(5), 1280. University Microfilms, Inc., Ann Arbor, Mich., 1966.

An analysis of the secondary school social studies methods courses in Tennessee colleges and universities. The methods and procedures included an exploration of the literature in social studies education, and faculty and student questionnaires based on criteria found in 12 books published after 1951, which were written for possible use as secondary-school social studies text books. The results of an analysis of interview, correspondence, telephone, and faculty and student questionnaire data indicated that the majority of the 25 instructors who taught the courses possessed competence in education, and that social science or social science discipline was the major or minor for 88 percent and 84 percent of the baccalaureate and master's degrees, respectively. It was also found that 76 percent of the instructors had taught in secondary schools and 60 percent had taught secondary school social studies. The 25 instructors met professional education and social studies requirements for teaching social studies in secondary schools.

• HARGENS, LOWELL L., AND WARREN O. HAGSTROM

"Sponsored and Contest Mobility of American Academic Scientists." *Sociology of Education*, Winter 1967, 40(1), 24-38.

An analysis of data for 576 natural scientists currently faculty in U.S. graduate institutions. It is shown that the prestige of the institution where a scientist received his doctorate is related to the prestige of his present affiliation even if the effects of his productivity are controlled. The relative effects of prestige of doctoral institution and productivity vary between different levels of the academic stratification system and between different stages in the scientific career.

• PATTERSON, LAURA MARGUERITE

"Preferences in Administrative Styles Based on an Inquiry into Perceptions of the Ideal Structure of the University Department and the Ideal Role of the Department Chairman." *Dissertation Abstracts A*, 27, 304 pp. University Microfilms, Inc., Ann Arbor, Mich., 1966.

This study involved an interview of 338 professors in 90 departments at 10 universities. The facts reveal that faculty members regard the ideal departmental chairman as a facilitator of their own self-determined goals, as an information handler, and as scheduler of time and space. Faculty members generally agree that the primary aims of the large state university are: 1) to develop and disseminate knowledge, 2) educate undergraduate students, 3) educate graduate students, 4) research to expand knowledge. Most respondents want the department faculty as a whole to take part in long-range planning, curriculum improvement, setting course prerequisites, encouraging competent students to pursue advanced study, and choosing their future colleagues. Hierarchical units were highly preferred in accounting, management, and chemical engineering. Chemistry and English professors emphasized department committees, while English and Romance language professors favored the oligarchy. Many respondents predicted a greater tendency toward centralization in decision making in the large state university.

• SCHUFLETOWSKI, FRANK WALTER

"The Development of the College Professor's Image in the United States from 1946–1964." *Dissertation Abstracts A*, 27(2), 376. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study to determine the changing public and professional periodicals. Usable data were separated into two categories of characteristics: those positive and those negative to the professor's image. Fifteen professors at Washington State University, selected at random, were interviewed to determine the current image of the professor as conceived by the profession itself. The findings indicated that positive characteristics consistently appearing described the professor as a scholar-thinker who had a satisfying life and held higher responsibilities than the common man. He was pictured as being in demand by others, individualistic, and dedicated or devoted. The most negative characteristic concerned the professor's deplorable economic straits. He was accused for lack of skill or enthusiasm in teaching. His failure to take direct action and his inclinations to be odd were also noted. Between 1961 and 1964 the economic status of the professor improved. The study concluded that the current image of the professor as revealed in the statements of the interviewees and the present image appearing in the literature were quite similar.

Chapter III

ADMINISTRATORS

GOALS, RELATIONSHIPS, SERVICES, RESPONSIBILITIES—includes studies on institutional policy boards, trustees, and the distribution of authority.

•CURRENT RESEARCH

• ALLEN, J. STEWART

Application of Scientific Management Practices to Academic Administration

Association of Texas Colleges and Universities, Austin, Tex.; Coordinating Board of Texas Colleges and Universities; June 1967—July 1968.

A program to provide training experience for new and prospective academic administrators, and make possible an extensive compilation of data on principles, techniques, practices, and concepts of academic administration in higher education. Three phases include: extensive "Shelf Research" of data on current management in colleges and universities, two week seminars for new and prospective academic administrators (Summer Seminar on Academic Administration—Texas A & M and Trinity University), and summary of significant findings from both the shelf and action research phases.

• ATKINSON, RALPH C., JR. (Dissertation)

Relationship of Functional Activites of Coordination to Presidential Satisfactions

Center for the Study of Higher Education, University of Michigan, Ann Arbor, Mich. 48104; Institutional & Personal; January 1968—November 1968.

An attempt to provide "a conceptual framework from current studies in the social psychology of complex organizations . . . for understanding one aspect of state coordination," namely, the attitudes of presidents of higher education institutions toward the functions of state coordinating boards. This study derives data from a local questionnaire sent to the presidents of 238 state-supported four-year colleges and universities in the 22 states having governing or coordinating boards of higher education, in addition to "functional inventory questionnaires" from the 22 boards.

• COORDINATING COUNCIL FOR HIGHER EDUCATION

Delineating the Functions of the Board of Governors and Local Trustees

California Coordinating Council for Higher Education, Sacramento, Calif.; California Coordinating Council for Higher Education; December 1967—December 1968.

Building on Leland Medsker's study of alternate plans of governance, this study is an attempt to delineate the functions of the board of governors (California) community colleges and those of the trustees of the several local (community) institutions.

• COSBY, BETTY (Sponsor), AND MARY EVELYN DEWEY (Dissertation)

An Investigation of Holism in Student Personnel Work

School of Education, 200 Slocum Hall, Syracuse University, Syracuse, N.Y. 13210; Institutional; 1963—1967.

A study with special emphasis on the "depression year 1931–1932."

• CULBERTSON, JACK A.

The Development of Concepts Basic to Restructuring of Preparatory Programs for Educational Administrators

University Council for Educational Administration; U.S. Office of Education; February 1, 1968—November 30, 1968.

A project to develop a set of concepts (conceptual guides) "for use in evaluating, updating, and restructuring programs for preparing educational administrators. The investigator will devise concepts which will view preparatory programs as a totality and will give explicit attention to differentiated preparation for researchers and administrators in educational administration. In the initial phase of the project, selected literature will be reviewed, and chosen experts will be asked to set forth their views about the implications of given conditions and trends for restructuring preparatory programs for educational administrators. Using the data obtained from the literature and from the experts, an initial synthesis of the concepts will then be provided by the same experts who provided data in the initial phase, and this will be followed by a final revision."

• DRESSEL, PAUL L.

The Structure, Functions, Role and Administration of the Department

Office of Institutional Research, Michigan State University, East Lansing, Mich. 48823; Esso Foundation; December 1967—December 1969.

A descriptive study, by means of scheduled interviews and survey forms, to determine the structure, functions, roles, and administrative practices of perhaps 100 departments and other units in 10 selected universities. Certain "basic disciplines will be studied in every institution . . . tentatively English, history, chemistry, mathematics, psychology . . . selected colleges of business, engineering . . . in several institutes in centers." "Each investigator will spend three or four days on each of two campuses interviewing administrators and departmental personnel . . ." In addition to survey forms filled out by presidents, deans, and department chairmen, a one-third sample of department staff basic data on each department will describe size and character of staff, budget, student load, faculty load, personnel policy (formal statement), and situation of department relative to total institution. Will avoid graduate professional programs. Takes special note of: various missions of each unit; career development of "the individuals in the unit"; public service; "morale, social, recreational and personal needs of the staff." Will take note of tensions resulting from differences in expectations of the department.

• EBERLE, AUGUST W.

(Department Chairman, and five doctoral students: Mary A. Moroni—Catholic; Raymond R. Hornback—state; E. William Male—church related non-Catholic; Lawrence J. Miltenberger—private; James J. Murphy—local)

Policy Boards and Policy Making in Institutions of Higher Learning in the U.S.

Department of Higher Education, Indiana University, Bloomington, Ind. 47405; Institutional & Individual; December 1967—September 1968.

Data being gathered from all higher education institutions in U.S. on: policy board member selection, characteristics; trends in policy making, for example, faculty-student participation; board operations; opinions and estimates of authority and responsibility, academic freedom, policy making and administration. Uses instrument of 160 computer items plus spaces for additional comments. Broken down into five public-private categories, and comparisons with criteria of excellence in each. Five dissertations will describe and appraise policy making by type of institution.

• FRANKIE, RICHARD J., AND S. A. HYATT

Profile of Organizational Characteristics in Higher Education

Ohio State University and Western Carolina University, Ohio State University, Columbus, Ohio 43210; Institutional; 1967—.

First stage of a research series, 1) "to determine if the most successful deaartments found in higher educational institutions are applying classical organizational procedures or are using the newer science-based systems of management, and 2) to determine the measures of leadership qualities." Pretest study at Western Carolina University (Hyatt is Director of Institutional Research) includes: 1) use of Leadership Characteristics Questionnaire with administrators, 2) use of Profile of Organizational Characteristics Questionnaire with entire faculty, including administrators, and 3) analysis and comparison of the two. Hypotheses are derived with regard to "successful departments."

• GROSS, EDWARD, AND PAUL V. GRAMBSCH

Study of Careers of Academic Administrators

Center for Academic Administrative Research, University of Washington, Seattle, Wash. 98105; Institutional; Fall 1968—June 1969.

Growing out of the questionnaire survey, "Academic Administrators and University Goals," this analysis of the background, socio-economic status, origins, and characteristics of university administrators, examines them as an elite, a distinct occupational-professional group, as academic persons, and as individuals. Notes degree of mobility and directions (for example, little mobility from state to private institutions, more from private to state institutions). Attempts to identify several "systems" of institutions with regard to the movements of administrators; examines certain administrative positions (for example, deanship) as a "staging depot"—an important jumping-off place toward retirement.

• GROSS, EDWARD, AND PAUL V. GRAMBSCH

Relationships Between University Goals and Other Institutional Characteristics

Center for Academic Administrative Research, University of Washington, Seattle, Wash. 98105; Institutional; 1967—1968.

A multivariate analysis of the responses concerning university goals from 7,200 administrators, regents, and faculty members in some 80 major universities, holding constant such factors as private/public, prestigious/non-prestigious in order to discover significant relationships between the goals of a university and other characteristics of the same institution. Grows out of earlier project, "Academic Administrators and University Goals" (1965 data).

• GROSS, EDWARD, AND PAUL V. GRAMBSCH

Academic Administrators and University Goals

Center for Academic Administrative Research, University of Washington, Seattle, Wash. 98105; U.S. Office of Education; 1964—1966.

(Monograph to be published by American Council on Education, October 1968).

A mailed questionnaire survey of administrators, including academic and nonacademic deans, department heads and "people classified as directors," as well as trustees and a 10 percent sample of faculty (so as to compare faculty with administrators) at 80 Ph.D.-granting institutions in order to assess: "1) their views concerning the goals of the university, 2) their perceptions of the relative degrees of influence various groups in the university family have, 3) their feelings about the workings of the formal and informal organizations of the university, 4) . . . their own career patterns plus their feelings about their own job." Elicited 7,500 usable replies from 16,000 questionnaires mailed. The 300 questions are divided into Section I, "University Goals: How do administrators and faculty perceive them, and how conceive them ideally?" Section II, "Power Structure: The authority and decision-making processes within institutions." Academic freedom, student educational opportunities, institutional loyalty, research role and management efficiency are some factors about which opinions were solicited. Prestige but not size seem important. Private and public universities are distinguished, 89 statistical summary tables.

• HARTNETT, RODNEY T.

Trustee Study

Educational Testing Service, Princeton, N.J. 08540; American Association for Higher Education & Educational Testing Service; 1967—1968.

"Evolving from the research interests of Morton Rauh of Antioch College this study will consist of a survey of approximately 9,000 members of college and university governing boards, including trustees from a diverse range of institutions of higher education (public and private, universities, colleges and junior colleges). Data will be gathered regarding board members' backgrounds, educational attitudes or philosophy, and the nature of their responsibilities and actions as trustees." Approximately 9,000 have received the three-part machine-scorable questionnaire.

• LANGAN, MICHAEL D. (Dissertation)

Catholic College and University Trusteeship

State University of New York, c/o G. Lester Anderson, Buffalo, N.Y.; Personal; Completion date—March 1968.

Comparing by-laws of each institution which describe legal basis of trustees' function, study will use interviews with presidents and board members to "determine the actual scope of the boards of trustees' functions," what "actual impress trusteeship has upon institutions" of higher education of Roman Catholic sponsorship. Documentation (anonymous) and illustration of how boards have acted within the scope of their responsibility. Identifies issues, suggests ways to improve effectiveness. Population: 66 Roman Catholic colleges and universities accredited by Middle States Association in January 1966 (approximately 20% of all Roman Catholic higher education institutions in the U.S.).

• LAZARSFELD, PAUL F., AND GEORGE NASH

New Administrator on Campus: A Study of the Director of Student Financial Aid

Bureau of Applied Social Research, Columbia University, New York, N.Y. 10027; College Entrance Examination Board; Completion date—July 1967.

• LUNSFORD, TERRY F., AND JOSEPH LAPENTA

Administrative Orientations in the Large University

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; Completion date—October 1968.

An analysis of relationships between 1) large-university executives' perspectives on campus governance and 2) the complex of bureaucratic, professional, and consensual pressures they face today. Published statements and responses to semi-structured interviews are used, along with questionnaire responses from over 550 executives of 69 major American universities. Will attempt to describe a distinct perspective concerning academic organization and governance that is emerging among administrators of large universities, and to suggest its uses and limitations in academic settings.

• McCRAIG, ROBERT

The Functions of Vice Chancellors in British Universities

Education Department, University of New England, New South Wales, England; Personal; December 1966—July 1968.

An exploratory field study of the functions of vice chancellors, as stated in official documents, as actually performed, and as perceived by them, through structured interviews at eight British universities. Part of an analysis of the decision-making structure in the universities, research on role definition of members of senior administrative governing bodies in universities of the United Kingdom.

• McKEOUGH, WILLIAM J. (Dissertation)

Validity of the Use of a Taxonomy of Administrative Behavior in Higher Education

School of Education, New York University, New York, N.Y. 10003; Personal; 1967—.

A study using the theoretical taxonomy of administrative behavior (in Daniel Griffiths' *Decision-Making*) to test validity of its use in a "purely higher educational administrative setting."

• MULLINS, NICHOLAS C.

File of Incidents and Responses of Universities

Department of Sociology, Vanderbilt University, Nashville, Tenn. 37203; 1968—.

An exploratory study, compiling of documents and interviews pertaining to selected university incidents helpful in the training of university administrators; sources of data include campus newspapers, personal reports, letters and "a few interesting interviews," from 25 universities "where things have occurred."

• OWEN, JOHN

Theoretical Analysis of Administrative Criteria for Loans, Scholarships, Admissions and Other Policy Variables on Their Relationship to National Needs

Johns Hopkins University, Baltimore, Md. 21218; College Entrance Examination Board; 1967—1968.

A study focusing upon the relationship between administrative goals of colleges and their decisions on such matters as admissions policies, student aid policies, and curricular offerings. The researcher seeks to determine how loans and grants should be utilized to obtain the maximum return on the investment in human capital and how this return can be measured in economic and social terms.

• PERKINS, RAY (Sponsor), AND BILL McCOY (Dissertation)

The Locus of Internal Decision-Making in Selected Higher Education Institutions

College of Education, University of Florida, Gainesville, Fla. 32601; Personal; Completion date—1968.

"A study to determine the locus of internal decision-making in selected institutions of higher education in Florida . . . using an interview guide to determine who makes the . . . decisions and at what level . . . and developing a continuum . . . running from bureaucratic to collegial . . ." Examples: budget, faculty selection, admissions, academic freedom and committee appointments.

• PIERCE, WENDELL H., AND ROBERT STALCUP

Freedom and Accountability in Higher Education

Higher Education Advisory Committee, Educational Commission of the States, Denver, Colo.; Educational Commission of the States; 1967—1969.

An inquiry, including discussions by state governors and institutional administrators, "on the issue of the relationship between higher education's necessary freedom and its equally necessary responsibility with respect to state government." Materials developed so far include a worksheet listing issues and points of divergence and agreement between state government officers and higher education institution officers.

• RAUH, MORTON A.

College Trustee Project

Campus Governance Program, Antioch College, Yellow Springs, Ohio 45387; Sloan Foundation & Educational Testing Service; September 1967—1969.

An exploratory survey by questionnaire of the college trustees (11,000) for 600 institutions, "to conduct a national survey of college and university trustees designed to determine the background, attitudes and functions of . . . trustees."

• TROYER, MAURICE E. (Sponsor), AND ALLAN P. SPLETE (Dissertation)

Role of Vice-President for Academic Affairs in Innovation in a Large University

School of Education, Syracuse University, Syracuse, N.Y. 13210; Personal; 1966—August 1968.

An exploratory case study of the academic vice-president at Syracuse University (by his administrative assistant), to illuminate the role of academic vice-president in "originating, nurturing, planning, decision-making, implementing, neutralizing, or rejecting" institutional innovations.

• WALLHAUS, ROBERT, PHEMISTER, LARRY, AND JAMES MANDEL

Staff-Load Model

Operations Analysis Division, Administrative Data Processing, University of Illinois, Urbana, Ill. 61820; Institutional; Fall 1967—Fall 1968.

Study and development of a model which will be used to plan and project staff resource requirements. Model will enable planners to examine the implications of various resource allocation alternatives. In conjunction with the development of a capability to predict students by curriculum, a linear programming model will be studied to determine instructional resource allocations to academic departments.

• WALLHAUS, ROBERT (Sponsor), AND MELVIN J. STANFORD (Dissertation)

Information System Model for the Academic Department

Operations Analysis Division, Administrative Data Processing, University of Illinois, Urbana, Ill. 61820; Institutional; Summer 1967—Summer 1968.

An exploratory development of a model—a conceptual scheme—of an integrated departmental information system that would fit into a general information system for a large university. Uses published empirical studies of department, organization theory, academic administration, and information systems.

• WARNER, W. LLOYD (Sponsor), AND MICHAEL R. FERRARI (Dissertation)

American College and University Presidents: Career and Role Perceptions, Social Characteristics

Department of Management, Business Administration School, Michigan State University, East Lansing, Mich. 48823; Ford Foundation; November 1967—August 1968.

A comparative study of 1,259 presidents of four-year liberal arts colleges and universities by means of questionnaires, interviews, and analysis to: describe career lines, role perceptions and social-personal characteristics; compare presidents on basis of public and private universities; and compare academic presidents with executives of business and government.

•1966—1967 RESEARCH

• ASTIN, A. W.

"Research Findings on the Academic Administration Internship Program." *The Educational Record,* Spring 1966, 47(2) 173–184.

A report presenting and evaluating some of the major findings concerning the selection of the first group of American Council on Education Fellows who were identified for academic administration. This was the first phase of a five-year program beginning in 1964, which was designed to improve the quality of academic administration. Each of 1,097 member institutions was asked to nominate one person from the faculty or staff. This study attempts to describe some of the characteristics of the candidates nominated for the first year, and to identify some of the factors that influence the final selection. Compared with the typical faculty member, the typical candidate was more likely to: possess a terminal degree and be trained in the field of education. Candidates selected as Fellows were more likely to be employed in universities than are those not selected. Nearly nine out of 10 of the winners held Ph.D.'s. The typical winner also had a high salary, more publications, and a higher undergraduate grade-point average than the typical nonwinner. These findings indicate that the judges place much weight on the "paper" qualifications of the candidates.

• BLACKWELL, THOMAS EDWARD

College and University Administration. New York: Center for Applied Research in Education, 1966.

A survey of the major problems and issues involved in the administration of higher institutions of learning. Emphasizes the need for carefully planned programs for training college administrators. Analyzes the difference between problems posed by tax-supported institutions and private institutions and includes treatment for both types of institutions.

• GROSS, EDWARD

"Academic Administrators and University Goals, a Study in Conflict and Cooperation." Office of Education, Department of Health, Education and Welfare, 1967.

A study to assess the role of the university administration in the attainment of the goals of the university on the part of key participants, administration, faculty, extension, trustees, and outside organizations, by securing data on resource allocation and on power structure. A 10 percent sampling ratio was established for all nondenominational universities. Approximately 20,000 persons were studied; used institutional records, mail questionnaires, followup interviews, and various statistical collections. Regression analysis and analysis of variance were employed. For open-ended questions, content analysis was used.

Chapter IV

STRUCTURES

The Institution as Organization

This category emphasizes that the university, using the word generically, exists as a social system or structure and, also, that within this social entity are many structures—many organizational parts, forms, or operational segments.

MULTIINSTITUTIONAL STUDIES—by types of schools or geographical configurations, by formal or informal, voluntary or mandatory association. Includes studies of statewide planning and coordination across institutional lines or within a multicampus institution.

•CURRENT RESEARCH

• ANELLO, MICHAEL

Problems of Italian Universities and the Current Plans for Inducing Change

School of Education, Boston College, Chestnut Hill, Mass.; U.S. Office of Education; September 1967—June 1968.

A comparative field study, using interviews, visits, and documentary analysis to study the nature of the impediments facing the Italian university system and to provide a basis for understanding the dynamics of change in the university system of Italy.

• ARNOLD, DAVID B., AND IRWIN ABRAMS

The American College and International Education

Education and World Affairs, 522 5th Avenue, New York, N.Y. 10036; U.S. Office of Education; September 1966—Spring 1968.

A historical and case study using reports and papers of colleges, foundations, and government agencies regarding curriculum, faculty, students, and funding of international education programs by American liberal arts colleges, to "enable them (liberal arts colleges) to make decision on staffing and curriculum priorities."

• BARDON, JACK I., AND VIRGINIA D. C. BENNET

Evaluation of an Experimental Program in School Psychology

Rutgers, the State University of New Jersey, New Brunswick, N.J.; U.S. Office of Education; September 1967—September 1969.

A project to investigate the effectiveness of the joint program as a totality; to investigate possible differences among the programs at the different institutions; to investigate the characteristics of the students in each institution's portion of the program; and to investigate the interaction of student characteristics with various aspects of the program.

It is hoped that by gathering as much antecedent data as possible, and by using pretest/post-test comparisons as the research design, that both specific questions for further research may be raised, and that the data generated and findings therefrom may be useful in implementing evaluation of programs in higher education, especially graduate education.

• BELLAGAMBA, ANTHONY, JR.

Interinstitutional Cooperation: Seminary of St. Augustine in Cap-Rouge, P.Q., Canada

Consolata Mission Seminary, Buffalo, N.Y.; January 1968—June 1969.

A historical and descriptive study of the Seminary of St. Augustine's organization and educational impact, to show how problems of interinstitutional cooperation have been solved, with view to its use as model for similar future projects, especially in Catholic education.

• BERDAHL, ROBERT O.

Statewide Systems of Higher Education

San Francisco State College, San Francisco, Calif.; American Council on Education; July 1966—June 1968.

A comparative field study of systems of higher education in 13 states directly, and seven indirectly, with confidential interviews with 30 to 50 persons per state including governors, legislators, budget offices, coordinating boards, public and private universities. Uses two questionnaires as followup. Analysis of the "evolution of coordination and of the agencies performing this function and . . . the effects of coordination upon the institutions and their relations with state government." Includes criteria for evaluating coordination, and exploration of essentials of institutional autonomy, responsibility to public interest, kinds of coordination necessary . . . influence of coordination on decision making, relationship of state government to private higher education and of coordination to master planning.

• BLOLAND, HARLAND G.

Role of Associations in a Decentralized System of Higher Education

Center for Research and Development in Higher Education, University of California, Berkeley, Calif.; National Defense Education Act; 1966—August 1968.

A descriptive study of the reciprocal influences and relationships between federal agencies and the interlocking network of higher education in America, including a typology of associations in higher education. Discusses: the role of educational interest groups, organization of educational associations, relationship to particular federal agencies, incentives for cooperation, and patterns of cooperation and competition among educational associations in their relations with the federal government.

• BOLAND, WALTER R., AND AMOS H. HAWLEY

American Colleges and Universities: A Study of Size and Organization

University of Connecticut, Storrs, Conn.; University of Michigan & University of Connecticut; 1961—August 1969.

A descriptive field study of 130 colleges and universities (115 public, 15 private), using returned questionnaires "to describe and analyze the formal structure . . . both the administrative and academic components and their relationships to one another."

• BURGESS, T.

Educational Implications of Institutional Change

Unit for Economic and Statistical Studies on Higher Education, London School of Economics, London, England; Ford Foundation; June 1966—December 1968.

A study of the "development of the former colleges of advanced technology from 'local education authority' institutions to university status, in the decade 1955–1956 to 1965–1966."

• CALIFORNIA COORDINATING COUNCIL FOR HIGHER EDUCATION

Nursing Education

California Coordinating Council for Higher Education, 1020 12th Street, Sacramento, Calif.; California Coordinating Council for Higher Education; May 1966—July 1968.

A descriptive field study with comparative data to provide recommendations related to nursing education, articulation, licensing boards, and programs to provide an adequate supply of nurses and nursing educators.

• CERYCH, LADISLAV

Case Studies on Innovation in Higher Education

Organization for Economic Co-operation and Development, Paris, France; Organization for Economic Co-operation and Development; 1967—Fall 1968 (Phase II).

A study of selected higher education institutions in six countries in view of certain economic problems of OECD member nations, "an analysis of specific solutions and innovations which have been or are being provided . . . with respect to a set of problems . . . which most OECD countries have to face." Each case study is carried out by a different researcher, following predetermined outlines and putting "their emphasis almost exclusively on the question of how the selected institutions or reforms innovate with regard to the given problems." Innovations selected for study are in France, Germany, Sweden, United Kingdom, United States, and Yugoslavia. Specific problems include: growing student population, equality of opportunity, interdisciplinary approach, specialization of institutions, institutional autonomy, recruitment of teachers, teaching and research, role and status of students, higher education and society, and planning and financing.

• CLARK, BURTON R.

Comparison of Organizational Change in Systems of Higher Education

Department of Sociology, Yale University, New Haven, Conn.; Personal & National Science Foundation; Summer 1967—1969.

By interview and documentary analysis, this comparative case study will inquire about "adaptation of higher education to modern social and economic demand in advanced industrial societies . . . and mechanisms of change in/among organizations that effect the adaptations." Includes "selected universities, national executive offices, national legislative records . . ., three or four country case studies by 1971–1972."

• CONGER, GEORGE R.

Master Plan for Florida Higher Education (Proposal)

The Select Council on Post High School Education, Tallahassee, Fla.; Florida State Legislature; 1967—1969.

The legislative charge to its select council "embraces area vocational schools, community junior colleges, state universities, and independent colleges and universities in Florida." Phase I will include enrollment projections for all four segments of post high education, complete inventory of physical facilities and usage on all campuses, analysis of sources of income relative to each segment, and curricular study "focusing upon unnecessary duplication of academic effort." (July 1, 1968). Phase II will include faculty-need projection, "the effect of even enrollments on facilities needs," proposal for computer-assisted instruction.

Phase III will include a study of post-high-school educational opportunities for Florida Negroes, an investigation of Florida independent higher education: alternatives for their strengthening and increased utilization as perceived by selected administrators, an inventory of federally sponsored post-secondary programs in Florida, the effect of even enrollmetns of higher educational facilities needs, and a roster of post-high-school educational operations in Florida (July 1, 1969).

• COX, LANIER

Impact of Federal Programs in Higher Education on State Planning and Coordination of Higher Education

Southern Regional Education Board, 130 6th Street, N.W., Atlanta, Ga.; Southern Regional Education Board; March 1967—March 1968.

Descriptive field study, comparing data and views gathered by questionnaire (all states) and interviews (11 states), from coordinating agencies, administrative agencies for federally sponsored higher education programs, governors, and selected colleges and universities. Will attempt to measure extent and discern nature of the impact of federal programs on both planning and coordinating functions of the states, identify "academic and political implications of 'state oriented' federal programs." Will try to develop criteria for appropriate choices between "state oriented" and "institutional oriented" approaches to federal higher education programs.

• CRANE, ROBERT M.

Feasibility Study for Uniting the College of St. Francis and Lewis College (Illinois)

Division of Education, University of Illinois, Chicago, Ill.; Institutional (2); December 1966—June 1968.

A historical and field study, using surveys of departments, students, and community involving about 200 faculty and 2,000 students, "to investigate feasibility of uniting (two small Roman Catholic colleges) through examination of their academic, personnel, financial and physical plant potentials," to institute self-study by these colleges toward an immediate cooperative arrangement, and to establish criteria for wider service by the institutions to their constituencies. Some comparative study of other institutions and of Catholic higher education historically.

• DOI, JAMES I. (Sponsor), AND RICHARD LANCASTER (Dissertation)

Conflict and Interdependency in Consortiums in Higher Education

Center for the Study of Higher Education, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education & Institutional; April 1968—December 1968.

A descriptive field study of a consortium carried out both by means of mailed questionnaires and interview visits, of the "evolution of inter-institutional cooperation . . . and conflicts arising over the traditional issue of autonomy," and describing a "rising awareness of interinstitutional interdependency."

• DUNGAN, RALPH A.

Higher Education in New Jersey: A Facilities Plan

New Jersey Department of Higher Education, Trenton, N.J.; State of New Jersey & Federal; July 1967—June 1968.

Summary of future enrollment projections, required facilities, and their cost.

• DUSTER, TROY, AND TIMOTHY LEHMANN, III

Comparative Study of Aims and Administration in Higher Education

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; Completion date—October 1968.

Investigation of how broad educational aims in two technological societies (United States and Sweden) are attempted differently and implemented through different kinds of organizational structure. The cross-cultural comparison of systems of higher education ". . . focuses upon societal objectives . . . empirical work in United States will include a questionnaire study of university governing boards, analyses of selected campus administrations, and use of data on organizational structure. The research in Sweden takes account of their combining three roles in the academy in a single office, and techniques will include interviews with professor-administrators, review of policy documents, and a study of their consonance with institutional structure."

• EDWARDS, REGINALD

A Conceptual Framework for the Review of American Educational History

McGill University, Montreal 2, Quebec, Canada; 1967.

Raises some hard questions about the four-tier categorization of the development of American education, pointing out that one has not grown neatly out of the level immediately beneath it and suggesting an "interface model" for the study of educational history in America. This would focus the study on the transitional steps of education, as from high school to college. "You give more freedom to your high school seniors than you give to university freshmen."

• ETZKORN, K. PETER

New Institutions of Higher Education

Department of Sociology, University of West Florida, Gainesville, Fla. 32601; September 1967—September 1971.

A comparative case study of four new universities using institutional files, interviews with administrative persons, information on student mix, enabling legislation, governmental documents, and site visits. Organizational study of politics of higher education as they relate to formulation and implementation of innovation in higher education. Basic information on processes of developing new institutions of higher education will be made available.

• GOINS, TOM

Factors Affecting the Efficiency of Structures for Higher Education

Illinois Board of Higher Education, 300 E. Monroe, 104 St. George Building, Springfield, Ill.; State of Illinois; July 1967—August 1968.

A detailed study of factors affecting the extent to which area within the outside dimensions of structures for higher education consists of area which can be put to productive use in furtherance of the occupant's mission. The study may provide for expanded educational opportunity through more effective use of available financial resources.

• GOINS, TOM

Survey of Enrollment Ceilings, Building Plans, and Enrollment Capacities

Illinois Board of Higher Education, 300 E. Monroe, 104 St. George Building, Springfield, Ill.; State of Illinois & Federal; August 1967—March 1968.

A descriptive survey using questionnaires from 118 institutions "1) to estimate Statewide capacity of systems of higher education to absorb existing and projected enrollments, 2) to ascertain the planned expansion of physical facilities for higher education in the State."

• HALSTEAD, D. KENT

Statewide Planning for Higher Education—Practice and Method

Bureau of Higher Education, Room 4923, U.S. Office of Education, Washington, D.C. 20202; U.S. Office of Education; Fall 1966—Fall 1968.

A descriptive and evaluative study of the state planning and coordinating agencies for higher education in 50 states, by means of their published documents, "to identify and describe workable methodologies and procedures for statewide planning in higher education. A secondary objective is to derive a systematic outline of the topic areas which make up master planning." The publication will be technically oriented for use by planners, and will identify tested practice and develop "a systematic approach . . . which incorporates the best concepts and theory of current practice."

• HECK, JAMES B.

Illinois: A System of Systems for Coordination of Higher Education

Ohio State University, Columbus, Ohio 43210; American Council on Education; May 1967—January 1968.

Descriptive field study involving about 40 interviews with leaders of higher education institutions, board of higher education, legislature, governor and staff, private (higher education) institutions, and "general public" to analyze: 1) evolution of higher education coordination in the state of Illinois; 2) coordinating agency's performance of this function; 3) effects of coordination on higher education institutions; 4) relationships of these institutions to state government. Supplemental to Robert Berdahl's study, State-wide Systems of Higher Education (for American Council for Education).

• HURLBURT, ALLAN S. (Sponsor), AND H. E. VARNEY (Dissertation)

Study of Factors Related to Vertical Extension of Selected Colleges to University Status

North Carolina Board of Higher Education, Education Department, Duke University, Durham, N.C. 27708; Personal; July 1967—February 1968.

A comparative case study, of 24 universities in six states which changed their name from college to university, by means of questionnaires and other documents, "to ascertain what changes in function took place that were attributable to vertical extension and not to normal growth. The investigation included the following areas: historical background and impetus for vertical extension, board of governance, internal organization, faculty and research, academic programs, library, admission requirements, student body, physical facilities and fiscal affairs."

• JOHNSON, JOEL L.

United States-Latin American Educational Relations at the University Level

Education and World Affairs, 522 Fifth Avenue New York, N.Y. 10036; Institutional; February 1968—(Continuing).

A gathering of standard data on international programs—United States-Latin American in particular—involving higher education, including exchange programs, summer institutes, institution building projects, etc. "Coded by U.S. institution, foreign country and institution, sponsoring agency, type program, subject matter." Questionnaire sent to all U.S. universities annually, letters to foundations and international agencies plus "information gleaned from Latin American contacts."

• KIM, JONGCHOL

Needs, Problems and Promises of Higher Education in Korea from a Historical and Developmental Point of View

East-West Center, Honolulu, Hawaii; September 1967—June 1968.

• KINTZER, FREDERICK C., JENSEN, ARTHUR M., AND JOHN S. HANSEN

The Multi-Institution Junior College District

Department of Higher Education, University of California, Los Angeles, Calif.; U.S. Office of Education & Institutional April 1968—December 1968.

A comparative field study of 100 junior college-community college institutions across the United States by means of visits, opinionnaires, and library research "to identify current patterns of (multi-institution) administration and present guidelines for decisions on the assignment of responsibilities (and) to discuss the theoretical basis for . . . administration. . . . This study should be of value to junior college districts contemplating more than one campus and those already committed to multiple units."

• KNOELL, DOROTHY M., GOTT, RICHARD, AND CLARENCE W. MANGHAM

Urban Community College Project

American Association of Junior Colleges, 1315 16th Street, N.W., Washington, D.C. 20036; U.S. Office of Economic Opportunity; December 1967—refunding expected for 1969.

Research and demonstration projects in four major urban community college districts, to develop "a number of alternative models for urban college outreach programs for the inner city poor and to assess their relative effectiveness by means of intra- and inter-institutional research coordinated by the American Association of Junior Colleges. Aims to develop and test new teaching materials appropriate to the needs, interests, and abilities of poor adults . . . and to assist other community colleges in the development and evaluation of experimental programs for the diasdvantaged."

• KNOELL, DOROTHY M., GOTT, RICHARD, AND CLARENCE W. MANGHAM

Urban Community College Project

American Association of Junior Colleges, 1315 16th Street, N.W., Washington, D.C. 20036; The Ford Foundation; June 1968—June 1969.

Demographic studies of black and white youth not going to college in five metropolitan areas with community-junior college systems, using high school records, interviews, and an experimental battery of guidance tests. Aims to construct a matrix of college-going by race, sex, academic ability, and socioeconomic status; to find out why college is not attractive to black youth who have that opportunity available to them locally and what they are doing in lieu of college; and to assess the usefulness of the experimental tests in describing non-college-going youth and in planning new types of programs to attract them.

• LaNOUE, GEORGE R. (Sponsor), AND RICHARD FRANKLIN (Dissertation)

Changing Concepts of Church Relationship in the Eight Colleges of the Evangelical and Reformed Church—to 1967

Department of Philosophy and Sociology, Columbia University Teachers College, New York, N.Y. 10027; Personal; September 1967—Fall 1968.

• LASH, JOHN S., CLARK, T. R., OWENS, E. W., ET AL

Cooperative Research Project in Higher Education in Texas

Coordinating Board of the Texas College and

University System, Sam Houston State Office Building, 201 East 14th Street, Austin, Tex. 78701; Coordinating Board of the Texas College and University System; January 1967—April 1968.

A descriptive survey of current practices of higher education institutions in Texas with regard to compensatory and remedial educational programs with attention to budgeting for those purposes. Information from questionnaires, interviews, and other institutional studies from all institutions in Texas and about 60 institutions from out of state.

• LEE, EUGENE C., AND FRANK M. BOWEN

Study of the Government of Public Multi-Campus University and College Systems

Institute of Governmental Studies, University of California, Berkeley, Calif. 94720; Carnegie Commission on the Future of Higher Education; 1967—1969.

"The purposes of the study are to review the present status of (selected public multi-campus universities and colleges), to describe the various organizational patterns which exist, the distribution of formal and informal authority among the various elements of the system, to indicate the special problems and relationships students, faculty, alumni and other related groups, and to indicate the impact on these various elements of the external administrative and political environment." This study will also include an assessment of the increasing role of the federal government in higher education and its impact on the organizational and authority structure.

• LITZINGER, WILLIAM D., AND ROGER ALLEN

Higher Education for Business at Catholic Institutions

University of San Francisco, San Francisco, Calif. 94117; 1967—1968.

An analysis of the role of Catholic schools in higher education for business, using interviews with presidents, faculty, and other administrative leaders in Catholic collegiate units of business education in the United States and Canada. Comparison of these institutions with Gordon & Howell report and the Pierson report, and recommendations for the future of Catholic business education.

• LODAHL, THOMAS M.

Innovation and Organizational Formation in New British Universities

Graduate School of Business, Cornell University, Ithaca, N.Y. 14850; September 1968—September 1969.

An exploratory field study using questionnaires and interviews on two selected campuses of seven new British universities in order to examine and describe the processes of organizational formation and relate them to "emergent innovations in educational process." Through exploratory comparison this project may identify some of the barriers against and facilitators for innovation in higher education.

• MATTHIJSSEN, M. A. J. M., AND S. J. FORTUIN

The Organization of "Kandidaats" Courses and Their Effectiveness

Netherlands' Universities Social Research Centre (SISWO), Oude Zijds Achterburgwal 128, Amsterdam 1, The Netherlands; (Listed in the 1968 *Register of Research Underway in the Social Sciences.*) Summer 1966—1969.

An analysis of the social organization of a variety of training units, covering four disciplines, by means of questionnaires and statistical data from current registers. Results being compared to criteria of educational effectiveness including students' opinions of the courses in which they are enrolled. These opinions are gathered by means of questionnaires.

• McCORMACK, WILLIAM A.

International Education: The University in the Modern World

Professional International Education, Coordinator for Education Abroad, University of California, Berkeley, Calif. 94720; Institutional & U.S. Department of Health, Education and Welfare Foundation; September 1965—September 1968

An analysis and presentation of recent research evidence—library research, field interviews, and observations—which bears upon the study of foreign students in the U.S., faculty abroad, exchanges, technical assistance programs, and curriculum reform—the international programs of American higher education. The book will attempt to define the universities' international role.

• McGRATH, EARL J.

Origins and Development of Distinctive Institutions

Institute of Higher Education, Columbia University, New York, N.Y. 10027; Organization for Economic Cooperation and Development; 1967—.

"A series of case studies on the development of several institutions in the United States as examples of how distinctive institutions have come into being. Among them are Rochester Institute of Technology, New College at Hofstra, and State University of New York."

• McGRATH, EARL J., AND MICHAEL BRICK

Innovation in Liberal Arts Colleges

Institute of Higher Education, Columbia University, New York, N.Y.; Carnegie Foundation; January 1967—May 1968.

An exploratory field survey of 872 institutions "to identify innovative practices in liberal arts colleges in the United States." Mainly concerns practices introduced in the last five or six years, and with identifying some innovative institutions in the United States. Questionnaires and follow-up letters are included.

• McOUAT, DAVID C.

Enrollment in Florida's Institutions of Higher Learning: Fall 1967

Office of Academic Affairs, Florida Board of Regents, University System of Florida, Tallahassee, Fla.; State of Florida; September 1967—.

An annual collation of enrollment figures for Florida higher education institutions, by means of questionnaire to six state universities, 27 public junior colleges, 23 private colleges and universities, four private junior colleges: "1) to identify trends and relationships in enrollments in the institutions of Florida, 2) to obtain data to support institutional research, 3) to provide data for master planning by the Florida Board of Regents, 4) to establish a base for enrollment projections."

• MEDSKER, L. L., AND L. E. MESSERSMITH (Dissertation)

Accreditation by Specialized Agencies of Vocational Curricula in Post-Secondary Institutions

School of Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; October 1966—April 1968.

A descriptive field study of 49 two-year colleges (randomly selected) and 28 specialized agencies (engaging in accreditation), including interviews or questionnaires from 378 persons, "to survey and assess the basic issues of accreditation by specialized agencies as they bear upon the two-year college." Includes issue of "what recent federal and state legislation has made accreditation by a specialized agency a prerequisite for participation in funding or program development?" and the effect of professional accreditation on program development within the institution.

• MEYER, ALBERT J.

Study of Church-Related Academic Sub-Communities or Other Academic Resources on University Campuses

Mennonite Student Services Committee and Mennonite Board of Education, c/o A. J. Meyer, 1700 South Main, Goshen, Ind. 46526; Mennonite; Fall 1966—Spring 1969.

A survey of existing experimental and residential colleges and related ventures 1) to determine the feasibility of providing new church-related or other privately-sponsored, value-distinctive academic sub-communities (e.g. residential colleges, "new colleges," etc.) or other academic resources for students on one or more university campuses in the United States, through cooperative arrangements with the respective university administrations, and 2) to examine the advantages and disadvantages of various model proposals for such arrangements and of the existing pattern for church and other private colleges. Approximately 300 research workers and administrators, faculty members, and students in institutions, experimental programs, and sponsoring agencies in New England, the Midwest, the Pacific states, Canada, and England have been interviewed. (These have included persons at Conrad Grebel College, a Mennonite residential college, and its sister institutions in operation at the University of Waterloo, Ontario, in the past several years.) The first pilot project related to this feasibility study has been initiated on the Temple University campus in Philadelphia in the fall of 1968, sponsored by Messiah College under an operating grant from the U.S. Departemnt of Health, Education and Welfare.

• MINAR, DAVID W., USDAN, MICHAEL S., AND EMMANUEL HURWITZ

Developing Relations Between Elementary-Secondary and Higher Education in American States

Education and Political Science Departments, Northwestern University, Evanston, Ill. 60201; American Council on Education & Education Commission of the States; December 1966—Spring 1968.

An exploratory field study and comparison of 12 states asks: How are political relationships between elementary, secondary, and higher education altering? How do social, political, and organizational circumstances influence the shape of these relationships? Why do patterns differ as they do? "Might enhance the possibility of overall educational planning."

• MOEHLMAN, ARTHUR H.

Comparative Study of Higher Education in Europe and America, 1918–1968

Center for History of Education, University of Texas, Austin, Tex. 78712; Texas Research Institute & Institutional; 1961—.

Investigator has completed interviews with major educational figures in Germany, Austria, Switzerland, Italy, France, Spain, and England and as cultural attache 1962–1964 gathered documentary materials. Book completed: *Comparative Educational Systems.*

• MOON, REXFORD G., JR.

Comprehensive Study of Higher Education in Delaware

Academy for Educational Development, Denver, Colo.; State of Delaware; September 1967—June 1968.

Field study of higher education in Delaware, both public and private, using organizational data, on-site visits with special attention to facilities and enrollment factors.

• MOYNIHAN, DANIEL P.

Urban Problems and Higher Education

Joint Center for Urban Studies, Massachusetts Institute of Technology and Harvard University, Cambridge, Mass.; Carnegie Commission on the Future of Higher Education; Completion date—December 1969.

A study of the relationship between higher education and urban society.

• MUNN, MERTON D.

An Appraisal of the Protestant Christian Effort in Higher Education in Asia

United Board for Christian Higher Education in Asia, 475 Riverside Drive, Room 1221, New York, N.Y.; Denominational; September 1965—1968.

Survey of the extent of Protestant effort in higher education in Asia, "to examine the place . . . of the Christian college . . . in Asia . . . to examine ways in which universities can improve their programs; explore geographical areas where there is no Christian effort in higher education; provide mission boards, etc., with guidelines for the most effective use of funds and personnel . . ." Uses "questionnaires, team visitation, interviews and related literature . . ." A summary conference is scheduled for October, 1968, in Hong Kong.

• NECHASEK, JOSEPH E. (Dissertation)

Inter-organizational Pattern in Higher Education: Institutional Accreditation of Colleges and Universities

Department of Higher Education, State University of New York, Buffalo, N.Y. 14214; Personal; January 1967—March 1968.

By analysis of publications and by interviewing, this descriptive case study attempts "to illuminate . . . the organization, influence, and operation" of the type of accrediting institution represented by the Commission on Institutions of Higher Education of the Middle Atlantic States Association of Colleges and Secondary Schools. Examines organizational pattern, process of evaluation, effects of accreditation on specific colleges and universities. Interviews include Commission members, staff, evaluators, staff members of specific colleges.

• NELSON-JONES, RICHARD

Review of Status of Statewide Planning for Higher Education in New England

New England Board of Higher Education, 20 Walnut Street, Wellesley, Mass. 02181; New England Board of Higher Education; November 1967—March 1968.

A descriptive account of statewide planning in New England, using "relevant literature" and interviews, to "increase the possibilities for the further establishment and maintenance of a coordinated educational program for New England states."

• O'CONNOR, WILLIAM J.

Project 3,000: "Financing Collegiate Centers and Institutes for the Development of Creative Intelligence"

University of Buffalo Foundation, Inc., Buffalo, N.Y. 14214; Florida State Department of Education, Division of Community Junior Colleges, c/o Lake City Junior College, Lake City, Fla. 32055; 1966—1971.

A program to establish "worldwide centers for the development of creative intelligence," interdisciplinary centers (psychological, anthropological, socioeconomic) to coordinate regional research in: 1) theory and components of creativity; *2) applications in curriculum, administration, research, and life experiences; **3) development of communications center for

* Pilot project under consideration by the Florida State Department of Education, Division of Community Junior Colleges, includes a junior college regional consortium coordinated by Lake City Junior College and Forest Ranger School, i.e., "An Interdisciplinary Study of Regional Creative Learning Centers in the Year 3,000 A.D."

** Includes "an interdisciplinary study of the eastern lakes region: Buffalo, Rochester, Toronto, Erie, Cleveland, Pittsburgh, in the year 3,000 A.D."

creativity. To include the first automated library and dissemination center for creative education.

• PACE, C. ROBERT

Evaluation of Higher Education Programs

Research and Development Center for the Study of Evaluation of Instructional Programs, School of Education, University of California, Los Angeles, Calif. 90024; U.S. Office of Education & Institutional; 1967—.

A series of field studies toward a "national appraisal of the impact of higher education on students and on society" with focus on institutions and major parts of institutions, on differences between institutions across the U.S. rather than on individual students, single institutions, or "small segments of their experience." ". . . What is needed is a model, with feasible instrumentation, that can be applied to large numbers of institutions and provide new perspectives for evaluation of higher education in the U.S." Current phase of this multifaceted project includes pre-testing new criterion measures and new contextual measures prior to wider use with samples of freshmen, upperclassmen, and alumni in approximately 120 colleges and universities, and the development of more comprehensive theory and models for institutional evaluation.

New criterion measures under construction, for use with students, "deal with understanding concepts important in the modern world, awareness of social trends, with various affective outcomes such as objectivity, openness to change, esthetic sensitivity, etc., and with participation in a variety of activities related to the arts, sciences, civic and political affairs, and culture."

New contextual measures under construction will deal with such characteristics of the educational environment as campus morale, quality of teaching and faculty-student relationships teaching-learning style, institutional stance toward student discipline and freedom, alienation and anonymity, and peer group patterns.

• PALOLA, ERNEST G., LEHMAN, TIMOTHY, AND WILLIAM BLISCHKE

Statewide Planning in Higher Education—Its Implications at the Institutional Level

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; September 1966—December 1968.

This study is to suggest some guiding principles regarding statewide planning whereby the needs for higher education can be met and, at the same time, the autonomy of local institutions preserved. With documents collected and interviews conducted in California, Florida, Illinois, and New York, a theoretical framework has been developed which focuses upon how critical decisions regarding the distribution of authority and influence in statewide planning are made. The four states were selected primarily on the basis of their relatively longer experience in statewide planning and coordination. Over 700 interviews were conducted in a total of 83 institutions and with members of the governor's staff, the budget division, the legislature, and the coordinating agency. Interviews included administrators and faculty of a sample of public and private junior colleges, state colleges and universities.

Tentative findings with regard to statewide planning are: 1) quantitative and means-oriented statewide planning predominates and creates pressure for a similar emphasis at the institutional level. This raises serious questions about the amount of attention that is being given to educational purposes and goals; 2) institutions are reluctant to adopt program-planning and budgeting systems because of a fear that such methods will result in additional external controls; 3) although traditionally legislators have been primarily concerned with economy and efficiency, a growing number are becoming concerned with the "educational effectiveness" of public institutions; 4) most private institutions are faced with a major crisis regarding their future and this has led to significant efforts to reassess their mission and raise the quality of their programs. Furthermore, private institutions are not significantly involved in statewide planning.

• PIERCE, WENDELL H., AND ROBERT STALCUP

The Accreditation of Vocational-Technical Education Institutions

Educational Commission of the States, Denver, Colo.; Educational Commission of the States; 1968—.

Stemming from a statement by Educational Commission of the States about alternate approaches to accreditation, this project is an action-research effort to encourage state governments to enter the field of accreditation of vocational and technical schools by first identifying the relevant criteria for judging institutions in this field. Report to be presented to the Western Division of the Governors' Conference.

• PLANNING COUNCIL FOR HIGHER EDUCATION (DENMARK)

Expansion of Higher Education for the Period to 1980

Planning Council for Higher Education, Frederiksholms Kanal 21, Copenhagen 1220 K., *Denmark;* Ministry of Education, Denmark; Completion date—June 1967.

A detailed report to the Danish government with proposals for higher education planning up to 1980; includes both data and rationale of methods used; ". . . point of departure of the Planning Council for the coming 10–15 years' planning is . . . the excessive pressure on educational capacity," as evidenced by premises, and teachers and appropriations available. English summary pp. 249–263. Takes into account, among other factors, industrial structure and changes in demand for graduates, "overall tendency for students who have . . . passed the 'Studentereksamen,' to pursue higher education," several specific areas of occupation, including health services, the varieties of higher education, the possibility of influencing future developments in different ways, the motivations for "an extensive development of higher educational capacity as a whole," and actual capacities in cost, space, political realities, and shortening the length of study time within traditional fields. A case study of central planning and coordination balanced by democratic concern for individual freedom and opportunity for personal development. Forty-two statistical tables; investment requirements considered.

In a separate report the Planning Council makes recommendations pertaining to the expansion of the University of Copenhagen and establishment of one new university on Zealand.

• POIGNANT, RAYMOND, AND KONSTANTIN NOZHKO

Educational Planning in the USSR

International Institute for Educational Planning, 7, Rue Eygene-Delacroix, Paris 16^e*, France;* International Institute for Educational Planning & Ford Foundation; 1964—1968.

An examination of the historical development of educational planning in the USSR in relation to economic, manpower, and social planning. Surveys current practices, plans for improvement, etc. Study covers higher education planning as well as primary and secondary. An English edition of report is scheduled.

• POIGNANT, RAYMOND, AND GEORGE SKOROV

Educational Planning in Relation to Economic and Social Planning in France

International Institute for Educational Planning, 7 Rue Eugene-Delacroix, Paris, 16^e*, France;* International Institute for Educational Planning & Ford Foundation.

An examination of the historical development of educational planning in France in relation to economic, manpower and social planning. Surveys, current practices, plans for improvement, etc. Study covers higher education planning as well as primary and secondary. An English edition of report is scheduled.

• RHETT, HASKELL (Dissertation)

Creating University Communities: Four New Universities in England

Institutional Testing Program, Educational Testing Service, Princeton, N.J.; Educational Testing Service & National Defense Education Act & Institutional; August 1966—May 1968.

A historical case study of the creation of four new "university communities" in England—Universities of Sussex, Essex, Kent, and Warwick—through examination of primary source documents, interviews with planning board chairmen, vice chancellors, and initial academic staff members. The researcher, while at the University of London Institute of Education, conducted unstructured interviews giving primary attention to: "1) the internal relationship of the processes of academic and residential planning in creating an academic community, 2) institutional conditions of stability, to receive tradition, and responsiveness, 3) the relationship of the formal planning process constructed for these universities to the traditional apprenticeship of the university colleges."

• RUTHENBERG, DONALD B.

Comparative Research Program Involving a Study of the Impact of Central States College Association Colleges on the Formation of Student Attitudes

Central States College Association, 2530 Crawford Avenue, Evanston, Ill. 60201; U.S. Office of Education & Central States College Association; October 1967—.

A study to "develop research facility on each of 12 midwestern college campuses in the consortium and attempt to secure comparative data to be used cooperatively in development of the association and its students, to assist in analysis of the small college contribution or value in higher education."

• SACK, SAUL (Sponsor), AND HENRY SCHWANEGER (Dissertation)

History of Higher Education in Delaware

Graduate School of Education, University of Pennsylvania, Philadelphia, Pa. 19104; Personal; Completion date—1968.

A historical study.

• SEIFRIT, WILLIAM, JR.

Manual of Policies and Procedures for a State Board of Education

Educational Planning and Research, Idaho State Board of Education, 3322 Americana Terrace, Boise, Idaho 83702; State of Idaho; November 1967—December 1968.

A culling of historical files of the Idaho State Board of Education, manuals of other coordinating boards, etc., in order to develop a manual of policies and procedures for the state board, which has never been attempted before. Other studies include: "Facilities Inventory and Space Utilization Survey," and "Employee Benefits for Non-Professional Staff in Higher Education Institutions"—for the State of Idaho at four public higher education institutions.

• SMITH, ROBERT G.

Study of College and University Planning

Office of the President, Colgate University, Hamilton, N.Y. 13346; American Foundation for Management Research; September 1967—August 1968.

Both exploratory study and development of college and university planning process, using interviews and reports from 110 selected colleges and universities, "to develop and test a new approach to college and university planning." Included in rationale: "involvement in major elements of the university community and communication with important public can be enhanced by effective planning . . . via management science." First interest of the study: "the private sector of higher education and . . . the middle-sized colleges of liberal arts." Development of "college and university planning substance center. In summer 1968 . . . will begin several experimental planning sessions with other colleges."

• STAKENAS, ROBERT G.

University Cluster Research Project

Department of Educational Research, Florida State University, Tallahassee, Fla. 32306; Institutional & Carnegie Corporation; 1965—1971.

An experiment "with an organizational procedure in an effort to reduce the impersonality of a large university," by grouping 25 to 30 freshmen into common course sections as well as housing them in a coeducational dormitory, to "facilitate the development of group identification and cohesiveness and thus . . . their social and academic adjustment . . ." From an annual population of 2,000 incoming freshmen are selected two experimental and one control group. Research uses a local instrument called College Experience Inventory, as well as College Student Questionnaires Parts 1 and 2, College and University Environment Scales, and the Omnibus Personality Inventory. Pilot project completed. Under umbrella of an Inter-University Study Consortium (five universities) for investigating the impact of differing residential college arrangements on educational outcomes.

• STALCUP, ROBERT

Survey of Community Centered Post-High School Education

Education Commission of the States, 1860 Lincoln, Denver, Colo. 80203; Education Commission of the States; 1967—1968.

A survey of the status of programs of community-centered post-high school education, using, a new instrument, "Guide for Evaluating State Programs in community centered post-high school education. The Guide consists of 18 question items to which school officials in all 50 states are invited to respond, thus providing a self-evaluation by each state of its own programs in post-secondary education. Copies were circulated to state school officers, directors of junior college programs, chairmen of state coordinating boards, and ECS Commissioners (7 per state), plus executive secretaries of state education associations and selected urban associations. Returns from 34 states, with at least one from each state will be analyzed and reported, but no inter-state comparisons are to be drawn.

• STICKLER, HUGH, AND RAYMOND E. SCHULTZ

Vertical Extension of Academic Programs

Department of Higher Education, Florida State University School of Education, Tallahassee, Fla. 32306; Institutional; 1964—1970.

A descriptive case (and historical) study of approximately 36 selected institutions for pilot study "to determine the forces responsible for vertical extension, to appraise the feasibility of upward expansion in given institutions, and to understand the processes . . ." Includes: 1) junior colleges becoming baccalaureate degree institutions, 2) baccalaureate degree institutions expanding to grant master's degrees, 3) master's-granting institution to doctoral degree. Selections are from 319 institutions which "extended vertically" during 1953 to 1964. Pilot study to lead to more inclusive study, testing hypothesis.

• TULLY, EMERSON, AND BROWARD CULPEPPER

Antecedents to Master Planning for Higher Education in Florida

Office of the Board of Regents, State University

System of Florida, Tallahassee, Fla.; State of Florida; 1967—.

A historic outline of "past developments in Florida higher education that have implications for the master planning that is occurring" today. Headings include: "Higher Education in Florida Prior to 1900," "Dual Control of Higher Education in Florida," "1905-1955: Limited Expansion of Higher Education in Florida," "Statewide Educational Surveys," and "The Council for the Study of Higher Education: Catalyst." Unpublished.

• WASHBURN, COURTLAND

Implications of Changing the Name of California State Colleges to "Universities"

California Coordinating Council of Higher Education, 1020 12th Street, Sacramento, Calif.; California Coordinating Council for Higher Education; May 1968—.

To ascertain whether or not a change in the name of the California State Colleges to California State Universities implies changes in function and consequent added cost.

• WEST, CAMERON P., AND STAFF

The Role of Private Colleges and Universities in North Carolina

North Carolina Board of Higher Education, Raleigh, N.C.; State of North Carolina; Spring 1968

Research leading to a report by the State Board of Higher Education on private colleges and universities and their role in higher education in North Carolina.

• WIDMAIER, H. P.

A Master Plan for Higher Learning in Baden-Wurtemberg

Basle Center for Economic and Financial Research, University of Basle, Steinentorstr. 13, Basle, Switzerland; State of Baden-Wurtemberg; 1966—1968.

A project to develop a master plan for higher education in Baden-Wurtemberg, Germany, by means of: 1) survey-inventory of students, faculty, and facilities present for all institutions of secondary and higher education in that state, 2) analyses and prognoses, 3) the arguments for various alternatives and plans. The first part of the study includes data from the past twelve years. The whole constitutes a model of "Hochschulplanung"—planning for education all types past the intermediate grades, from medicine and pharmacy to teacher education to technical education. Interim material includes detailed listing of all subjects and "theses" to be taken into account in the total study. (Population of Baden-Wurtemberg is more than 8,000,000, thus comparable to Sweden, Austria, or Portugal.)

• WILLIAMS, JACK K.

A Master Plan for Higher Education in Texas

Coordinating Board of Texas College and University System, Sam Houston State Office Building, 201 East 14th Street, Austin, Tex. 78701; Coordinating Board of Texas College and University System.

•1966—1967 RESEARCH

• BOLAND, WALTER REED

"American Institutions of Higher Education." *Dissertation Abstracts A*, 27(7), 2201. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study of the relationship between size and the degree of organizational elaboration in all publicly supported, four-year degree granting colleges and universities as well as a few privately supported institutions of higher learning in the United States, using questionnaires. Of these, 115 public and 15 private institutions returned completed questions. Three facets of organizational specialization examined were: organizational complexity, administrative specialization, and centralization. Results supported the general hypothesis that organizational size and organizational elaboration or specialization are monotonically related, that is, as size increases organizational elaboration also increases. Intruding factors were not found to have any pronounced effect on this relationship, and the relationship holds no matter what facet of specialization is being considered. It was concluded that the equilibrium model of a relatively stable relationship between size and organizational elaboration provides an adequate description of most of the colleges and universities investigated; that colleges and universities of similar sizes tended to be similar in organizational specialization; and that size, organizational specialization, and amount of environment substance were shown to vary together, thus providing support for the ecological notion of the interdependence of population, organization, and environment.

• FINNISTON, H. M.

"University Science and Industry." *Political Science Quarterly*, 1967, 38(1), 27-40.

A study to explore ways for greater cooperation between universities and industry. Themes examined include: university attitudes to investment practices, the nature of science and technology degree courses, and the best methods of learning. Includes many suggestions for bringing university and industrial practices into greater contact: 1) consumer councils of mixed university and industrial membership, 2) reduction of time spent but improving the content of first degree course, 3) extended use of AVA in university teaching, 4) deferment of postgraduate work until after a period of industry, 5) courses given in industry by universities for industry, 6) secondment of academic staff to industry to engage in collaborative research programs, 7) director status in industry for academic staff.

• MEDSKER, LELAND, AND GEORGE CLARK

State Level Governance of California Junior Colleges. Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, 1966.

An account of a special study authorized by the California Coordinating Council for Higher Education to gather data needed for evaluating the advisability of a separate board for junior colleges. Junior college faculty, administsators and board members, state officials and legislators, comprised the respondents to questionnaires and interviews.

• GOLDBERG, LEWIS R.

"Student Personality Characteristics and Optimal College Learning Conditions." *Research in Education*, February 1967(2), U.S. Department of Health, Education, and Welfare, 6.

A study to discover the number and nature of any personality characteristics of college students which predispose them towards learning more effectively from one, rather than some other, particular college instructional format. Data collected from a previous large scale study involving about 900 college students would be analyzed. Students were taught by one of four different instructional formats in each of two college courses. They completed a comprehensive battery of personality measures which included 30 structured personality, motivation and attitude inventories, yielding over 500 personality scale scores for each individual.

• HARMAN, WILLIS

"Establishment of a Pilot Center for Educational Policy Research." *Research in Education*, November 1967(11), U.S. Department of Health, Education, and Welfare, 3.

Four research studies would be conducted in order to provide the necessary experience to develop the design of an operational center for research on educational policy. The selection of the problems involved was guided by the concept that educational policy research should apply the techniques of long-range forecasting and goal-oriented systems design to the allocation of total educational resources. The four studies, representing a range of educationally significant problems are: 1) an inventory of knowledge on human potentialities for growth and development, 2) preliminary forecasting of alternative futures for the educational system and for society, 3) more specific forecasting of alternative futures for urban education, and 4) a retrospective examination and modeling of processes of change and innovation in the educational system.

• JONES, LEWIS

"A Consortium for Institutional Research." *Research in Education*, October 1967(10), U.S. Department of Health, Education, and Welfare, 17.

An initial study project in a projected long-term program for institutional and interinstitutional research among Clark College, Dillard University, Fisk University, Houston-Tillotson College, Lemoyne College, Talladega College, and Tougaloo College. Aims to provide necessary information that will enable the seven private and predominantly Negro colleges to effectively meet the challenges presented by the revolution in civil rights and recent developments in education. Assumes that the greatest impetus, and the most realistic proposals for effective change in the institutions making up the consortium, will come through a scientific self-study by each institution with those who would have the responsibility for effecting change participating in the study and helping to formulate the concluding recommendations.

• PALTRIDGE, JAMES GILBERT

California's Coordinating Council for Higher Education. A Study of Organizational Growth and Change. Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, 1966.

A study to analyze the principal changes and new developments in the organizational form and operational procedures of the California Council since it began in 1960, to find out the reasons for these changes. Concentrates on three principal areas of change: 1) internal changes of organizational form and working procedures and the progressive growth and development of new working mechanisms, 2) changes in the composition of membership, and 3) changes in organization and authority brought about by the delegation to the Council of administration and allocation of intrastate disbursements of funds under certain of the new federal programs for higher education.

• TURNER, EDWARD F., JR.

"Study of the Implications of Modern Technology in Small College Libraries." *Research in Education*, October 1967(10), 8.

A study, to be completed in December 1968, seeking the most efficient and economical means of applying technological innovations to the small college or community library. In assessing the requirements of the modern college library, the study will examine a series of problem areas: student needs, faculty needs, information availability, changes in user patterns, and compact storage of materials.

INDIVIDUAL INSTITUTIONAL STUDIES—holistic or segmental, but related to a specific college or university.

•CURRENT RESEARCH

• ANDERSON, ERNEST F.

Success of Junior College Transfers at University of Illinois

University of Illinois, Urbana, Ill.; Institutional; April 1967—January 1969.

Offers comparative data from the transcripts of "all of the fall 1966 junior college transfers to the University of Illinois at Urbana and at the Chicago Circle campus of the university to describe junior college transfers in terms of selected admission data and academic success during first year after transfer . . ." Data are from transcripts only; no interviews. Project will follow up all transfers who entered during 1967–1968. The number of subjects is 940.

• BORGMANN, CARL

Report for Colorado Commission on Higher Education

Academy for Educational Development, Denver, Colo.; Colorado Commission on Higher Education; January 1967—March 1968.

"To conduct a comprehensive study of the long-term role of the Colorado School of Mines."

• DRESSEL, PAUL

Evaluation of James Madison, Lyman Briggs, and Justin Morrill Colleges

Office of Institutional Research, Michigan State University, East Lansing, Mich. 48823; January 1968—1969.

Baseline data, test, and questionnaire responses from first student classes of the three residential colleges at Michigan State University; newly evolved Michigan State University Student Inventory form; data available for comparison with students in other units of Michigan State. (Herbert Garfinkel, dean, James Madison College; Fred B. Dutton, dean, Lyman Briggs College; and Gordon Rohman, dean, Justin Morrill College, are members of Michigan State University Faculty Committee on Evaluation of Residential Colleges.)

• EGGERTSEN, CLAUDE A. (Sponsor), AND RICHARD G. BENNETT (Dissertation)

United States Educational Practices in Faculties of Maharaja Sayajirao University of Baroda, India

University of Michigan, Ann Arbor, Mich. 48104; Institutional; September 1966—December 1968.

"To discover the kinds of United States educational practices introduced into a selected Indian university; the study will include responsible agencies, sources of resistance and facilitation, acceptance of practices by staff and students, and attempted and proposed improvements." Historical research, interviews, and surveys were conducted; computers are being used for data processing.

• FEHLIG, M. BORGIA, O.S.U.

Role of the Catholic Two-Year Commuter College

Springfield Junior College, Springfield, Ill. 62702; Institutional & Religious Order (O.S.U.); March 1967—March 1968.

A descriptive survey of 1,150 alumni of "the only two-year Roman Catholic, co-ed, commuter college which permits of the study of four decades of graduates" which aims to define the role of the Catholic two-year commuter college. Questionnaire examines the academic aspirations and persistence of students of this institution with a liberal arts and preprofessional emphasis; the definition of career patterns and satisfaction and community involvement; employment and socioeconomic backgrounds; alumni evaluation of junior college teaching and counselling; and trends of needs and satisfactions.

• HITCH, CHARLES, AND FRED BALDERSON

Systems Analysis and Long Range Planning for the University of California

Office of Planning and Analysis, University of California, Berkeley, Calif. 94720; Ford Foundation; 1968—1971.

A number of research projects which attempt new applications of systems analysis techniques to operational and planning problems in University administration. A specific goal is to investigate techniques for increasing college and university efficiency without dehumanizing the academic community or limiting academic freedom. Among projects under consideration are the adaptation of program budgeting to a large university; the development of planning models that will deal with academic, fiscal and physical factors in a rapidly expanding university system; and studies of alternative ways to utilize resources under a variety of budget constraints.

• INNIS, C. THOMAS

Classroom and Faculty Office Utilization Studies

University of Cincinnati, 105 Administration Building, Cincinnati, Ohio 45221; Institutional; November 1967—.

A project to better utilize existing space and to provide a basis for future planning and building.

• JACOBSON, MYRTLE S.

Organizational Interaction between Evening College and Parent Institution

New School for Social Research, 66 West 12th Street, New York, N.Y. 10011; U.S. Office of Education; 1967—1968.

An exploratory case study of the interrelationship between an evening college and its parent organization, using documentary evidence to analyze the formal structure and personal interviews to analyze the informal structure, all to examine "how an educational sub-institution functions within the regulatory orbit of a parent institution based upon observation of institutional interaction."

• McCORMACK, WILLIAM A.

International Studies for the Professional School

University of California, Berkeley, Calif. 94720; U.S. Department of Health, Education and Welfare; Completion date—Fall 1968.

A study of the need for internationalizing the professional schools curriculum, noting numbers of students in professional fields who receive overseas exposure during their training, reasons for studying abroad, changing attitudes of professionals, trend towards sending corporation executives and other professionals overseas. Reports the aims, disciplines included, and development of the Berkeley program which began in spring, 1967.

• MEYER, DONALD P. (Dissertation)

Teacher Perceptions of Community College Libraries (Michigan)

RFD #1, Box 22B, Houghton Lake, Mich. 48629; Personal; January 1968—August 1968.

An exploratory comparison, distributing an original questionnaire to 15 percent of members of each community college faculty in Michigan (300), "to determine whether there are any significant differences in the perceptions (by) teachers teaching college prep, occupational, and continuing education curricular programs" of the services and facilities of community college libraries.

• MILLER, ROBERT L., LEE, ROBERT, AND DONALD MILLER

Study of New Sub-Collegiate Units at State University of New York at Binghamton

State University of New York, Binghamton, N.Y. 13901; Institutional; Fall 1967—.

A survey of both data and opinions, using the College Student Questionnaire (Part II) with approximately 20 percent of the entering freshman class (fall 1967) and an interview schedule with selected administrators, faculty members, and student leaders of the college units at State University of New York at Binghamton, in order to: 1) provide a base line or point of reference for a longitudinal study of collegiate structure; 2) make possible further comparative studies, for example, resident versus commuter students; 3) describe administrative and faculty views of the new collegiate structure as well as changes in the educational offerings under the new structure; 4) describe administrative problems that have resulted from introduction of the college structure; and 5) describe extracurricular opportunities that have resulted from the introduction of this college structure.

• NYE, ROGER

West Point, 1900–1925

Department of Social Sciences, U.S. Military Academy, West Point, N.Y.; Institutional; 1965—1969.

An "historical examination of West Point as a national, professional, technical, and higher educational institution in the early twentieth century. The problem is to determine the nature, extent, and causation of institutional change from 1900–1925, related to change in other similar institutions."

• PALMER, DAVE R.

The River and the Rock; The History of Fortress West Point in the American Revolutionary War, 1775–1783

Department of Military Art and Engineering, U.S. Military Academy, West Point, N.Y.; Institutional; 1967—1968.

A comprehensive historical study portraying the history of West Point during the American Revolutionary War and treating the historiography of New York, of West Point, and of the American Army, to issue in a publication of about 400 pages in March 1969, by Greenwood Press, New York.

• PETERSON, MARVIN W. (Dissertation)

Organizational Study of Units in the Productive Subsystems of the University

Center for the Study of Higher Education, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education & Institutional & Personal; November 1967—August 1968.

A descriptive study of twelve departments and research units in the University of Michigan, by means of questionnaire and formal data on personnel, finances and students, "to conceptualize an open system model of departments centers, research units, and similar units in the university . . . and to test relationships of 'openness and structural complexity.' " The researcher will suggest "implications for the effective organization of activities within the unit and the way in which each unit fits the total university system."

• RIDGE, JOHN W.

Indices of College Organization: An Interpersonal Communication Nets Overlay Model

Institutional Research, Wisconsin State University, Eau Claire, Wis. 54701; Personal; 1965—December 1968.

An exploratory effort, using available literature and an oral survey of 100 faculty members in a small college, to use a "communication nets overlay model," to develop measures of the bureaucratic and collegial aspects of the structuring of a higher education institution. A conceptual base is generated upon which are based the structural indices which can be used subsequently in correlation studies with measures of other institutional characteristics.

• SHAWHAN, GERALD L.

Attitudes of Students and Recent Graduates Concerning Library Facilities

University of Cincinnati, 105 Administration Building, Cincinnati, Ohio 45221; Institutional; November 1967—Spring 1968.

A project to assist the library planning committee in programming new and improved library facilities.

• TAYLOR, ROBERT S.

Concept of an Experimenting and Teaching College Library

Hampshire College, Amherst, Mass.; Institututional & U.S. Office of Education; June 1967—August 1970.

An exploratory study using the simulation technique as well as descriptive data "to provide an intellectual and empirical base for new and enriched departures in the interaction between a college library and its academic environment, using an experimenting institution, Hampshire College, as the context." One approach to "changing the college library from its present function as a warehouse to a more dynamic . . . role in the educational process," which includes systems for processing, and models for library development relevant to curricular change.

• TICKTON, SIDNEY G.

Detroit Institute of Technology

Academy for Educational Development, Commerce City, Colo.; Institutional; May 1967—January 1968.

A study of the Detroit Institute of Technology, by means of interviews and administrative staff, executives of industries and businesses in the Detroit area, administrators of colleges and universities in the Detroit area, and an analysis of statistical and financial data of the Institute, to prepare a year-by-year plan for the development of the Institute up to 1980.

**• TROYER, M. (Sponsor), AND
JACK CLARCQ (Dissertation)**

Perceptions of Students and Staff Relating to Purposes of Undergraduate Residence Halls on Selected Public College Campuses in New York State

School of Education, Syracuse University, Syracuse, N.Y.; Personal; September 1966—1968.

A project to discover congruencies and incongruencies between perceptions of students and residence hall staff concerning: 1) the purposes of the dormitory, 2) dormitory operation in relation to purposes, and 3) the purposes dormitories ought to serve. The generation gap was characterized by one or more of a combination of the following: 1) more congruencies on specific items than expected, 2) the generation gap dependent upon a considerable number of minor incongruencies in significant differences but in the same direction on the scale, 3) major incongruencies on a few items, and 4) major incongruencies on a considerable number of items between small minorities and the staff.

• TULANE UNIVERSITY

Planning of New Medical Center and Curriculum School of Medicine, Tulane University, New Orleans, La. 70118; Commonwealth Fund; 1965—1968.

"The planning of an entirely new and enlarged medical center and the preparation of a revised curriculum. The two planning projects are interdependent, since the medical center's facilities will be designed for compatibility with the curricular revisions as well as for efficiency."

• WHITESIDE, WILLIAM B.

Evaluation of the Senior Center Program and its Implications for Bowdoin College

Bowdoin College, Brunswick, Maine 04011; July 1968—May 1969.

An evaluative study of the "educational effectiveness of the . . . activities provided for Bowdoin seniors in the Senior Center." At the end of its first four years as a part of Bowdoin College, and "to consider the implications of the senior program for the entire four years with respect to curriculum, living arrangements, etc." Using past reports of Senior Center Faculty Council, interviews and questionnaires involving about 950 students plus faculty and alumni in group discussions, the current director of the Center will evaluate the senior seminars (formal) and visiting lecturers, discussions, concerts, faculty meal privileges and other informal activities as liberal studies in a small college setting.

• WOODRING, PAUL

Planning of Fairhaven College at
Western Washington State College

Western Washington State College, Bellingham, Wash. 99163; State of Washington; Completion date—Fall 1968.

A description of the development of a "satellite college of Western Washington State College," using a new combination of approaches, "many of which are in operation in one place or another but not in a State College such as ours. . . . It seems likely that Western someday will become a university. Already it has an expanding graduate program, a professional program of teacher education . . . and an enrollment of 6,100. Fairhaven's enrollment will not exceed 600 students, it will provide a superior quality of liberal education at a cost no higher to either students or taxpayers than that of a conventional education in a State institution." It has "an atmosphere conducive to experimentation with curricula, teaching procedures, staffing arrangements, independent study and a new educational technology."

•1966—1967 RESEARCH

• DUPUY, TREVOR

"Study to Develop a Research Program for the Design Development of Modern College Libraries." *Research in Education*, November 1967(11), 2.

An investigation of the possibilities for future library development and the opportunities for more closely integrating library service with the educational process. The objective is to ascertain the extent to which a research program can be formulated to develop from inception a completely modern library for a new four-year liberal arts college, to the end that a practical laboratory and demonstration model library could be created, using and implementing the proven new library and information storage, retrieval, and transfer techniques that have been involved in recent years.

• SOUTHERLAND, ARTHUR RAY

"Essentials of Internal Design and Arrangement of College and University Music Buildings." *Dissertation Abstracts A*, 27(8), 2293–2294. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study to discover, evaluate and rank pertinent essentials of internal design and arrangement for college and university music buildings. The study was limited to accredited music departments, having at least 60 percent of their graduates entering teaching, with seventy or more music majors and minors enrolled, and having a building completed during 1955 to 1965. Five buildings were visited and studied. Considerable variety was noted among the college and university music buildings. Faculty opinions played a great part in determining which buildings were essential, desirable or undesirable. Features found in at least half the buildings studied were considered essential if they were favored or not refuted by the faculty. Items found in less than a majority of the buildings, and toward which the faculty were either only mildly tolerant or opposed were deemed undesirable.

Chapter V

FUNCTIONS

Projects listed under this category relate to a characteristic action of the educational structure—teaching, research, etc., with the emphasis of the study perceived by inventory personnel to be more on the "role" than on the "actor."

CURRICULUM—GENERAL—by individual schools or groups of schools, or, by divisions or other cross-disciplinary "cuts" of an institution's curriculum.

• CURRENT RESEARCH

• ALEXANDER, R. S.

Format Study

Industrial Design, Department of Art, Michigan State University, East Lansing, Mich.; Completion date—1972.

A project involving ". . . creative exploration directed toward the design of new thought-models . . . such as nine dimensional charting, cylindrical charting and a room charting method that records and amplifies the effectiveness of both drain-storming and analyzing sessions." Beginning with the use of art and design media, the "researcher" has been exploring formats, both two- and three-dimensional, in such a way as to reinforce subject through format parallelism or format tension. Basic thought has led to further inquiry about format, for example, meeting and conference format, environmental format, school-year format (symmetrical year and asymmetrical year) and circular calendar as a "more reasonable thought development format." Helps to raise basic questions about higher education assumptions and context.

• AXELROD, JOSEPH

Model Building for Undergraduate Colleges

Center for Research and Development in Higher Education, University of California, 1947 Center Street, Berkeley, Calif.; U.S. Office of Education; 1967—1968.

An investigation of problems related to the development of new colleges and to the reform of existing ones, "for use by curriculum planners and innovators in undergraduate colleges." This project identifies two sets of elements in every curriculum model: structural elements and implemental elements. It seeks to demonstrate how these two sets of elements closely interact and strongly influence one another, and that some elements can only be reformed as the others changed.

• BEARD, RUTH M.

Group Discussion Methods in University Science Department

University Teaching Methods, Institute of Education, University of London, London, England; Leverhulme Trust; June 1966—June 1968.

A questionnaire survey description of the use of group discussion in several departments (science, engineering, social sciences), to inquire into aims of Faculty, how method fits the course, time spent in discussion, other aids used, preliminary and followup work by students, methods of assessement and ways of improvement of small group teaching by professors. Dissemination of novel methods among faculty.

• BEARD, RUTH M.

Difficulties of Afro-Asian Students in Comprehension of Language

Institute of Education, University of London, London, England; Research Unit on University Teaching Methods, British Council; Fall 1967—1970.

A descriptive and departmental study for identifying "difficulties of Afro-Asian students in comprehending oral and written English or in understanding diagrams, statistical tables and graphs, and concurrent development of remedial work to alleviate these difficulties." Written and taped medical passages, medical vocabulary, tapes of colloquial expressions used by patients in hospital . . . tests of comprehension of graphical and diagnostic illustration in medical articles . . . drawn from 15 postgraduate medical schools will be used for developing remedial work for medical students of Afro-Asian background.

• BEVAN, JOHN

Approaches to Study Abroad

College Student Personnel Institute, University of the Pacific, Stockton, Calif.; Institutional; 1967—1968.

Data from 125 colleges on their approaches to study abroad. Include an examination of junior year abroad programs, semester programs, summer semester programs, summer cultural institutes, and inter-term programs abroad.

• BRIMER, ALAN AND EDITH COPE

Functions of School Practice in Courses of Teacher Education

Department of Education and Science, University of Bristol, Bristol, England; Department of Education and Science; 1965—1970.

A two-stage project, the first stage of which examined the teacher (practice teaching) procedures at two colleges of education to sort out the functions of practice teaching. The second and developmental stage involves a third college of education, aiming to devise strategies involving teachers, college faculty, and student teachers in varying levels of responsibility for student education and to develop the liaison between "practice schools" and the college.

• CARROLL, JOHN B.

Proficiency of Foreign Language Majors near Graduation

Graduate School of Education, Harvard University, Cambridge, Mass.; U.S. Office of Education; 1965—1967.

MLA Foreign Language Proficiency Tests for Teachers and Advanced Students were administered in 1965 to 2,782 seniors majoring in French, German, Italian, Russian, or Spanish at 203 institutions. The resulting data provided new evidence on a number of issues significant in the selection and training of future language teachers, though conclusions must be drawn with caution. Audio-lingual skills were generally low. Even brief time spent abroad had a potent effect on a student's language skills. Students of French or Spanish who started the language in elementary school tended to have an advantage over other majors. Those from homes where the foreign language was spoken attained greater competence. Foreign language aptitude is a factor significantly associated with the level of skill attained, but many low-aptitude students are able to compensate by diligent study and practice or because of special opportunities such as study abroad. Males and females were equal in language-learning ability. Students at larger institutions outperformed those at smaller ones, and students at private institutions did better than those at public ones. (Four figures and eleven tables are included.)

• CERVELLINI, A. GALI, S. AND O. VALSECHI

Curriculum Evaluation in Agircultural Sciences (Brazil)

Agriculture Faculty, The University of Sao Paulo, Caixa Postal 8191, Sao Paulo, Brazil; Institutional; 1967—1969.

An exploratory study, using questionnaires and interviews with 1,000 students at the School of Agriculture in Sao Paulo toward the establishment of a model curriculum for agricultural sciences in Brazil.

• COWARD, H. ROBERTS

The Political-Military Exercise as Teaching Device in Political Science

Division of Special Interdisciplinary Studies, Case Western Reserve University, Cleveland, Ohio 44106; U.S. Office of Education; November 1966—August 1968.

"The 'political-military exercise,' a simulation technique, will be developed for supplementary use in college courses emphasizing international relations and foreign policy. Effort will be divided into two overlapping parts—1) preparation of a teaching manual to be used in administering the exercise and 2) development of a syllabus to be used with the teaching manual in political science research and instruction. The project will extend over five academic quarters."

• CRUICKSHANK, D. R., AND F. W. BROADBENT

Simulation and Analysis of Problems of Beginning Teachers

Graduate School, State University of New York, Brockport, N.Y.; U.S. Office of Education; 1967—1968.

A developmental program of early simulated exposure of teacher-trainees to the elementary classroom. "The effects of a preservice education program which exposes beginning teachers to simulated students and classroom environments will be evaluated with respect to personal efficiency in later student teaching. The project will: 1) simulate a fifth grade classroom, 2) expose undergraduate teacher education students to the pre-planned experience during a two-week all-day program, and 3) then, follow the selected subjects through their student teaching. Follow-up analyses will focus upon the subjects' classroom skill, their attitudes toward teaching, and their self-concept." (Cruickshank's address: College of Education, University of Tennessee, Knoxville, Tennessee; Broadbent's address: School of Education, Drake University, Des Moines, Iowa.)

• DEVISSE, JEAN

West Africa in the 7th to 12th Centuries

Faculty of Letters, University of Lille, Lille, France; Mauritania and Senegal Governments; Completion date—1968.

A historical study of West African culture apparently carried out through archeological excavations, bringing together French and African students in research seminars and regarded as an educational innovation contributing not only to the reorganization and understanding of African history from an earlier period but also to help accomplish the same end in the present time. Black Africans and white Europeans from a variety of academic disciplines use a historical case method with contributions from each of the separate disciplines.

• DUBOIS, PHILIP

Instructional Techniques for Adult College Credit Courses

Graduate School, Pullman, Washington 99163; U.S. Office of Education; 1967—.

Partly a developmental project which will make available a variety of campus facilities for learning, but leave the student free to choose whether or not to use those facilities. Includes an experimental comparison of adult students taking certain university courses in psychology, measuring scholastic aptitude, biographical variates, and knowledge of subject matter. "Experimental section will offer certain optional programs for learning, but include textbooks to be used as the basis for a final examination (identical for all sections)."

• EBERMAN, PAUL W.

School-University Program for Recruiting Inner-City Elementary School Teachers

College of Education, Temple University, Philadelphia, Pa. 19122; U.S. Office of Education; 1967—1970.

A modification of the teacher preparation program (Temple University) with the objective of increasing "the number of beginning teachers who will accept jobs in the Philadelphia inner-city schools with the expectation of continuing. Beginning in the junior year, the college will modify its . . . program for project teachers to include 1) a one-year seminar in theory and research pertaining to the cultural patterns and education needs of socially disadvantaged children, 2) a concentrated six-week field experience in an inner-city social agency, 3) courses for primary teachers in special curricula in arithmetic, science, and reading, 4) training in methods of using an experimental elementary guidance program, and 5) special methods for the pre-kindergarten curriculum. After completing the senior year and the subsequent summer, each project teacher will be assigned to one of several North Philadelphia Inner-city elementary schools . . ."

• GATCHEL, RICHARD H.

A Study of Freedom in American Higher Education

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; American Baptist Convention & United Presbyterian Church (U.S.) & Protestant Episcopal Church & United Church of Christ; July 1966—December 1968.

An exploratory documentary search and field study involving interviews with students, faculty members, administrators, and trustees at 10 to 12 colleges and universities in California and Oregon, to identify "freedoms and freedom issues in American Higher Education, to construct guidelines . . . for the practice, protection, and provocation of such freedoms as appear appropriate to the pursuit of humane learning." Approaches freedoms "in relation to the 'proper' work of American colleges and universities, their local government and governance, their interaction with various publics, and their movement toward universal higher education."

• GEIS, GEORGE L.

Developing Self-Instruction Materials

Center for Research on Learning & Teaching, University of Michigan, Ann Arbor, Mich. 48104; Institutional.

A developmental project with students and numerous professors at the University of Michigan. "This is not a formal study but a series of joint activities beginning with training and workshop for faculty and continuing as they develop materials" for self instruction. Workshops are evaluated by staff and participants; materials for students are tested against appropriate teacher-made tests. The main point apparently is to involve the instructors themselves—the regular faculty—in "expanding their teaching role" and using their own expertise in creating the devices by which students may study independently. Faculty members range from graduate students to full professors.

• GOLDBERG, MAXWELL H.

Technological Change and the Humanities: Impacts and Implications

Center for Continuing Liberal Education, Pennsylvania State University, University Park, Pa. 16802; September 1967—August 1968.

Research seeking to provide historical as well as current comparative descriptions of the impacts of technological change (especially cybernation) on the humanities disciplines. Data derived from questionnaires and interviews with "lay groups involved in continuing liberal education for adults," campus population, and other sources. Anticipates contribution to "strengthening the humanities . . . especially interdisciplinary . . ." programs.

• GOUGH, HARRISON G., AND WILLIAM A. McCORMACK

Predicting Performance Abroad

Institute of Personality Assessment and Research, University of California, Berkeley, Calif.; Department of Health, Education, and Welfare & Institutional; September 1964—February 1968.

An empirical study using psychometric, interview, life history, and other data on 250 university students participating in an education-abroad program in France, Germany, Italy, Japan, Spain, and the United Kingdom. Specific aims of the study include: 1) analyses of criteria for evaluating performance overseas; 2) determination of differences between qualified students who do and do not apply to the program; 3) determination of differences between applicants who are and are not selected; and 4) examination of experimental and personological factors related to higher and lower levels of satisfaction with the year of overseas study.

• GUMPERZ, ELLEN M.

Curriculum and Organization: Effects of Area Studies

Center for Research and Development in Higher Education, University of California, Berkeley, Calif.; U.S. Office of Education; Completion date—October 1968.

"The appearance of numerous interdisciplinary programs concerned with East and South Asia and Africa in American colleges and universities has posed an organizational problem for institutions made up of discipline-oriented departments. . . . Research compares case studies of three colleges and three universities in different sections of the United States which have specialized in one or more of these areas . . . including both private and state supported institutions . . . and history of the development of area studies in American higher education." Monograph entitled *The Internationalizing of American Higher Education*, will be completed by October 1, 1968. "Findings are intended to contribute to the theory of educational innovation by: 1) indicating mechanisms for the institutionalizing of new educational fields . . . and 2) isolating patterns of structural change . . . within institutions."

• GURIN, ARNOLD, AND ROBERT PERLMAN

Community Organization Curriculum Development (Social Work)

Heller Graduate School, Brandeis University, Waltham, Mass. 92154; Department of Health, Education and Welfare & Office of Juvenile Deliquency; June 1965—June 1969.

A project to develop a curriculum for the training of social workers "for professional roles in community organization and social planning . . . based on theoretical . . . and empirical investigation." Projected publications include a final report with recommendations on curriculum content and organization, and a textbook accompanied by case material.

• HALTTUNEN, WILLIAM R.

Evolution of the Curriculum for Preparation of Secondary Teachers in Pennsylvania State Normal Schools, Teacher Colleges and State Colleges

Halttunen, William R., 340 Vine Street. New Wilmington, Pa.; Personal; September 1962—Spring 1969.

A historical inquiry "to study the discernible trends and persistent principles . . . which may offer clues to the nature of past secondary teacher preparation and which may serve as a base for formulation of rational programs for the future (in teacher preparation)." Includes visits to and a survey of documents at all 14 state colleges in Pennsylvania.

• HAMILL, CHARLES O.

Experimental Teacher Education Project

Division of Evaluation, Department of Education, Puerto Rico; Ford Foundation & Puerto Rico Department of Education; August 1965—June 1968.

A descriptive field evaluation of 150 teacher trainees who completed a special program at the University of Puerto Rico, using evaluations by supervisors, school principals, and students where they are now teaching, plus several standardized tests in Spanish, "to evaluate the effectiveness with which the experimental program is meeting its goals." Preliminary findings indicate that more well qualified persons may be attracted and trained in teaching under the new program than under the former one.

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• HAVENS, LEONARD M.

The Merit of College Art Courses vis-a-vis Other Humanities Courses

Art Department, Northeastern University, Boston, Mass. 02115; Personal; September 1966—June 1970.

An experimental study of students in the humanities, using two standardized tests with 800 students, "to determine if there is a measurable difference in students' ability to make aesthetic judgments as a result of being exposed to college art courses," using initially a course in the history of art. "Study should validate the inclusion of art courses in the curricula . . ."

• HAWKES, GLENN W.

Philosophical and Historical Rationale for Problems of Democracy Course

Graduate School of Education, Harvard University, Cambridge, Mass. 02138; U.S. Office of Education; 1967—1968.

"A new approach in teaching the problems of democracy course of the social studies curriculum . . . will be developed on the basis of a philosophical and historical rationale. Relevant material on the nature and social utility of history will be researched. Selected findings and interpretations in history and other social sciences will be examined for developing the experimental curriculum. Units for a portion of the proposed new course will be drawn up and taught experimentally."

• HEDDENDORF, RUSSELL

Teacher Effectiveness and Professionality (As it Develops Through Training)

Geneva College, Beaver Falls, Pa. 15010; U.S. Office of Education.

"Personality characteristics associated with the teacher's role and training will be studied, using a research instrument developed using factor analysis for the two components of effectiveness and two of professionality and the Cattell 16 P F Test administered to the total population of education majors (147) in the professional training programs at Westminster College & Geneva College." Changes in attitudes will be measured at the end of the training program. Additional analysis of data will test the validity of six hypotheses and provide theoretical insights concerning the nature of professional values in education.

• HEWITT, RAYMOND G.

The Pass-Fail Grading Option

Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01003; Institutional; 1967—1968.

A description of the pass/fail option now being tried or considered by numerous higher educational institutions. A report on "the status of pass/fail options at 22 colleges and universities," plus a statement from California Institute of Technology are currently undergoing discussion by the faculty at University of Massachusetts. Evaluation will continue and include informal research into purposes and aims of prividing the option.

• HILLIER, KENNETH

Courses in Which Economic Information is Taught at Eastern New Mexico University

Eastern New Mexico University, Portales, N.M. 88130; Personal; Completion date—1968.

An attempt to ascertain whether economic information is being taught in a university of approximately 4,000 students, and in what courses, using inventory of concepts by National Council on Economic Education.

• HORNE, B. C., AND B. WISE

Teaching and Learning in Business Studies and Engineering in Colleges of Advanced Education 1968–1970

Australian Council for Educational Research, Hawthorn East 2, Victoria, Australia; Commonwealth of Australia; 1967—1969.

A study reporting the background of the students concerned, and describing objectively the teaching and learning situation, in the first tertiary year of courses in Accountancy and Engineering in Colleges of Advanced Education.

• JELAVICH, CHARLES

Language and Area Studies for East Central and South East Europe

American Council of Learned Societies, New York, N.Y.; U.S. Office of Education; 1967—1968.

Survey of "1) instruction in East European languages, 2) East European area studies in the American educational system at the undergraduate, graduate, and post-doctoral levels, and 3) the role which universities, colleges, private foundations, and the federal government can assume in this endeavor."

• JOHNSON, B. LAMAR

Survey of Innovative Developments in Junior College Instruction

Graduate School of Education, Area of Higher Education, University of California, Los Angeles, Calif.; Esso Education Foundation & Institutional; January 1967—September 1968.

This field study of some 240 junior colleges across the United States, including visits to 76 junior colleges in 22 states and conferences with representatives of 80 additional colleges, is an effort to "identify new developments in instruction which are reported to be effective and to identify conditions which encourage and conditions which interfere with innovations in junior college instruction." The data are derived from interviews, visits to classes, examination of instructional facilities, and reports on instructional developments—including evaluation.

• JONES, THOMAS M.

Curriculum Review and Modification
(Lincoln University)

University Committee on Curriculum, Lincoln University, Lincoln University, Pa. 19352; Institutional; 1966—June 1968.

A review of "the total structure and content of the curriculum at Lincoln University . . . and recommendations for changes and modification."

• JONES, THOMAS M.

New Curriculum Project
(For Disadvantaged Freshmen)

Curriculum Development Commission, Lincoln University, Lincoln University, Pa. 19352; Institutional; 1967—1968.

"In 1967-68 an experimental program for a group of one hundred freshmen is being conducted. The results of this experiment will help to determine new ways of presenting basic subject matter to students from inadequate high school backgrounds."

• KERSH, BERT Y., AND CARL J. WALLEN

Low Cost Instructional Simulation Material for Teacher Education

Oregon State System of Higher Education, Monmouth, Oreg. 97361; U.S. Office of Education; 1966—1969.

"Development of two sets of instructional simulation materials for use in teacher education, modeled after the classroom simulation materials already developed by Kersh. One deals with problems of teaching subject matter, and the other with problems of classroom management. Classrooms of grade four through six will be simulated. Includes classroom filming and materials, and "preliminary trial with story boards."

• MAYO, SAMUEL T.

Preservice Preparation of Teachers in Educational Measurement

Loyola University, Chicago, Ill. 60611; U.S. Office of Education; 1967—1969.

A definition of needed competencies for teachers will be used to create an objective test, to be administered to "a representative sample of graduating seniors in teacher education programs . . . Test data will be analyzed in terms of discrepancies between what competencies prospective teachers actually possess and those needed. . . . A followup of seniors with a second test two years after graduation will indicate changes in competencies . . . related to intervening experiences."

• McNEUR, RONALD W.

The Uses of New Knowledge

Department of Higher Education, 475 Riverside Drive, New York, N.Y.; National Council of Churches; 1968—1970.

"Commission III" will survey significant changes that have taken place in the structure of knowledge, and in the production of a "vast amount of new knowledge," the uses of which have profound implications for man and in which "certain basic anthropological, theological and ethical questions are inherent." Questions to be raised: "What are the implications of existential and participatory (rather than strictly objective) factors in new types of knowledge? How can education . . . develop responsible men? What are the elements of responsibility that are conducive to the good of man and society?"

• MINOGUE, WILLIAM J. D.

Comparative Study of Current Trends in Teacher Education with Special Reference to Selected Pacific Countries

East West Center, Honolulu, Hawaii; September 1967—May 1968.

• MOORE, J. WILLIAM

The Bucknell Plan for Teacher Education

Education Department, Bucknell University, Lewisburg, Pa. 17837; Institutional; 1966—.

A developmental program for the preparation of teachers "who act as scientists in the resolution of instructional problems in the classroom." Challenges the implicit assumption that the unique characteristic of the learner ("teaching the gifted," "teaching the slow learner") may be treated as a single variable. Seeks to develop teachers with "knowledge of a comprehensive theory of instruction . . . which would have a highly transferable rationale that will enable him to 'manipulate various variables so as to produce optimal learning activities for each individual' "—an instructional reseacher "with every learning problem for every student becoming a research problem." Emphasizes individualization of instruction, opportunity to acquire sociological and psychological concepts which relate to learning in a research context, laboratory experience as a classroom researcher to replace practice teaching, and reconsideration of the qualifications for professional staff members.

• MOORE, J. WILLIAM

The Continuous Progress Program

Education Department, Bucknell University, Lewisburg, Pa. 17837; Carnegie Corporation; Fall, 1965—.

A program to develop instructional programs in departments of biology, psychology, religion, philosophy, and physics placing emphasis on the mastery of a discipline, allowing for great variation of individual student characteristics in terms of ability, experience, motivation, etc., and permitting the use of part or all of a second semester to complete a traditionally scheduled one-semester course and providing built-in means for evaluating the effectiveness of the teaching. "The Bucknell Program permits students to work on instructional sequences at a time suitable to them rather than during the regularly scheduled period."

• PARKER, GEORGE, AND ROBERT HELMREICH

Comparison of Methods of Large Undergraduate Instruction

Psychology Department, University of Texas, Austin, Tex. 78712; Institutional; Spring 1967—Summer 1968.

A field experiment involving 1,200 undergraduates in Introductory Psychology, using course examinations, standardized scales (for example, Allport Vernon-Lindsey) "to assess impact of various teaching methods on formal content learning, attitudes, meaningfulness of material, . . ." Evaluation of techniques in terms of costs, impact, involvement, etc.

• PASCAL, CHARLES E.

The Pass-Fail Option at University of Michigan

Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Mich. 48104; Institutional; 1967—1968.

A questionnaire survey and evaluation of the new pass-fail option (1967) and its uses by a sample of undergraduates in the College of Letters and Science. Have students been encouraged by it to venture into curricular areas they might not otherwise sample? Which become the most popular fields? What are the weaknesses apparent in the new system? Also of interest are personality factors which discriminate between choosers and non-choosers of the new pass-fail option.

• PONNIAH, S. V. J.

A Comparative Curriculum Study: Performance of Malay People in Two Different Types of Preparation for the Lower Certificate of Education

University of the Philippines, Dilman, Rizal, Philippines; Ministry of Education, Malaysia; 1967—.

A comparative description ". . . to supply data for the guidance of administrations who wish to create a realistic educational program, taking into account the needs of the country. It was found that Malay candidates in the English medium obtain better results than Malay candidates in the Malay medium."

• POOL, ITHIEL DE SOLA

A General Social Science Course for Natural Science and Engineering Undergraduates

School of Humanities and Social Science, Massachusetts Institute of Technology, Cambridge, Mass. 02139; U.S. Office of Education; 1967—.

A project to develop a social science course for sophomores majoring in engineering or natural sciences, to be nationwide in application, "introducing a comprehension of the methods and insights of social science to the disciplines of science. [Program] . . . consists of curriculum enrichment and research effort." Experimental and control groups tested during and after course.

• SACK, SAUL (Sponsor), AND WILLIAM HALTTUNEN (Dissertation)

Evolution of the Curriculum for Preparation of Secondary School Teachers in Pennsylvania State Normal Schools and Teachers Colleges

Graduate School of Education, University of Pennsylvania, Philadelphia, Pa. 19104; Personal; Completion date—1968.

A historical study.

• STILES, LINDLEY J.

Teacher Education and Certification

Massachusetts Advisory Council on Education, 182 Tremont St., Boston, Mass. 02111; State of Massachusetts; September 1967—June 1968.

Descriptive field study using questionnaires and interviews with 5,000 teachers and administrators in Massachusetts teacher training institutions to "devise more relevant, resilient ways to educate and certify teachers" leading to "major changes in teacher education."

• STONE, LAWRENCE

Three Year Seminar on History of Education

Davis Center for History Studies, Princeton University, Princeton, N.J.; Institutional; 1968—1970.

Development of a three year-long seminar on the "history of education at all levels, and from all points of view, social, economic, and intellectual." The Davis Center for Historical Studies will invite a "limited number of scholars from other countries" to participate in the seminar.

• THOMSEN, OLE B.

The Curricula of the University of Copenhagen 1788-1965

Department of Higher Education, Institute of Theoretical Pedagogics, University of Copenhagen, Copenhagen, Denmark; Personal; Fall 1966—Fall 1970.

A historical case study using documents of the Danish university to bring out the educational ideas underlying the academic programs of the University and in this way describe the educational philosophy of the Danish university.

• VIEDERMAN, STEPHEN

Behavioral and Social Sciences Survey

Behavioral and Social Sciences Survey Committee, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036; National Institute of Health& National Science Foundation & Russel Sage Foundation; January 1, 1967—June 30, 1969.

A descriptive study of 10 academic disciplines, using data from questionnaire sent to Ph.D.-granting departments in behavioral and social sciences as well as to university administrators, computer centers, research institutes and professional schools, to provide "a basis for an informed national policy for strengthening and developing these fields." The study will: 1) review recent developments in each field, 2) attempt assessement of opportunities and needs in future, 3) clarify interrelations of basic and applied research, and 4) indicate how these sciences "might best be used in dealing with social problems" . . . in disciplines listed. Data being collected to assess size of present enterprise of these sciences, and to offer projections of future growth, including manpower in teaching and research, recruitment and training of graduate students, financing of research and teaching, facilities and space. "Developments within disciplines will be viewed in the light of interdisciplinary activities and of various attempts both inside and outside the universities to achieve problem-solving orientations as distinct from more limited disciplinary ones." "Separate panels will assess the strengths and weaknesses in each of ten disciplines: anthropology, economics, geography, history, linguistics, political science, psychiatry, psychology, sociology and statistics. The Survey Committee is under the auspices of the National Academy of Sciences, National Research Council and the Social Research Council.

• WALTER, RALPH

A Decimal System of Classification of College Courses

Department of Education, Montclair State College, Upper Montclair, N.J. 07043; Personal; September 1963—September 1968.

An analysis of college courses as listed in 425 separate college catalogs, and the development of a Dewey-like classification system for identifying "any course by its classification number," in order to "facilitate the evaluation and transfer of student course credits without an elaborate exploration of college catalogs to determine course equivalents. It will also lend itself to the use of data processing and computerized treatment of records."

**• WILLSEY, ALAN, AND
JERRY L. PARSONS**

Fifty Course Study

Office of Institutional Research, State University of New York, Buffalo, N.Y. 14214; Institutional; March 1966—January 1968.

An exploratory, descriptive study using information from: 1) 298 questionnaires sent to teaching assistants and faculty who teach a certain 50 courses (undergraduate) and 2) 780 data forms to administration offices providing information on instructional personnel. Aims to identify top-ranking 50 courses by total number student credit hours (these 50 are 8½% of total number of courses and represent 58% of instruction in terms of student credit hours), describe instructional process in each course, attempt to analyze both instructor and process, according to selected variables, as groundwork for "long-term investigation into the instructional process" at one university.

• WONG, RUTH HIE-KING

Teacher Education in Malaysia: 1946 to Present
East-West Center, Honolulu, Hawaii; August 1967—1968.

An evaluation of the professional preparation of teachers in Malaysia over two decades.

•1966—1967 RESEARCH

• BOLAND, WALTER REED

"American Institutions of Higher Education." *Dissertation Abstracts A*, 27(7), 2201. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study of the relationship between size and the degree of organizational elaboration in all publicly supported, four-year degree granting colleges and universities as well as a few privately supported institutions of higher learning in the United States, using questionnaires. Of these, 115 public and 15 private institutions completed questions. Three facets of organizational specialization which were examined were organizational complexity, administrative specialization, and centralization. The results supported the general hypothesis that organizational size and organizational elaboration or specialization are monotonically related, that is, as size increases organizational elaboration also increases. Intruding factors were not found to have any pronounced effect on this relationship, and the relationship holds no matter what facet of specialization is being considered. It was concluded that the equilibrium model of a relatively stable relationship between size and organizational elaboration provides an adequate description of most of the colleges and universities investigated; that colleges and universities of similar sizes tended to be similar in organizational specialization; and that size, organizational specialization and amount of environment substance were shown to vary together, thus providing support for the ecological notion of the interdependence of population, organization, and environment.

• BLACKBURN, ROBERT T.

"General Education in the Liberal Arts Colleges." *New Dimensions in Higher Education*, April 1967(24), U.S. Office of Health, Education, and Welfare.

A current assessment of the status of general education in liberal arts college, general education being identified with the development of special cross-disciplinary courses. Concludes that the general education movement is no longer effective. This is due, among other things, to lack of qualified faculty committed to the movement, and the increase in numbers of students with varied characteristics.

• DAVIS, ELTON CHARLES

"A Creative Curricular and Evaluative Model Prepared for College Level Remedial Programs." *Dissertation Abstracts A*, 27(6), 1701-1702. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A project to: 1) define a course of study containing a theoretically unified set of objectives providing an opportunity for the student to develop his abilities to the level required for college; 2) involve the college in an institutional effort to produce valued developments in curriculum aimed toward the solution of a common problem within junior colleges; 3) get students involved in creative and remedial activities so that they can be led to clarify and re-evaluate educational and vocational goals. The course of study was developed and used in an experimental and control group study at Pasadena City College. According to essay ratings and evaluative statements by teachers, students committed to educational-vocational goals showed statistically significant improvement in the experimental group as compared with the control group. It was found that the experimental group was more flexible in experimenting with possible educational-vocational goals by a 4:1 ratio. The conclusion is drawn that a methods course can free teachers of remedial courses from the present practice of reinforcing previously acquired poor study habits and permit the primary objective to be the diagnosis and remedy of the learning deficiencies of students.

• GROHSMEYER, FREDERICK

"Two Techniques for Teaching Scientific Method in Introductory Psychology Laboratories—Phase I, Development of the Evaluation Instruments." *Research in Education*, December 1967(12), 4.

A study of student attitude and change and the learning of a generalizable scientific method, using two different introductory, college psychology laboratory settings. Two sequences of teaching the scientific method have been used, each followed by video taping to allow analysis of information transfer and social interactions. A reduction of guidance, or cue-fading procedure has been compared with a technique emphasizing analysis and practice on aspects of the scientific method. Evaluation of the outcomes was made in relation to: 1) grades in the course, 2) ability to handle the last laboratory problem, 3) scores on a specially developed criterion test, 4) student evaluations of the course, 5) a semantic differential test on student attitudes. Results of the various kinds of laboratory experience have also been studied in relation to such individual variables as college majors, grade point averages, and professional plans, to determine how these variables interact with the various kinds of laboratory experience to produce different kinds of outcomes.

• PROCTOR, SAMUEL D.

"A General Education Curriculum Revision Project—A Two-Year Program of Curriculum

Development with Selected Predominantly Negro Colleges." *Research in Education*, November 1967(11), 5.

A study, completed in July 1968, of the extent to which newly developed and relevant curriculum materials, together with innovative pedagogical techniques, can overcome the deficiencies of a group of students in predominantly Negro colleges. Uses materials developed by selected faculty of the participating colleges and the curriculum resources group of the institute for services to education during the summer of 1967. Curriculum areas to be studied are: 1) ideas and their expression, 2) quantitative and analytical thinking, 3) social institutions, their nature and change, and 4) biological and physical science.

• **SELECT COMMITTEE ON EDUCATION,** University of California, Berkeley Academic Senate. *Education at Berkeley*. Berkeley, Calif.: University of California, 1966.

A report of a massive study of the Berkeley campus of the University of California. In April 1965, nine-tenths of a sample of students, selected with care to represent the entire student body agreed that they were satisfied with courses, examinations, and professors. Considerable experimentation and innovation are suggested. A new degree, the doctor of arts, intended for people who are interested in college teaching, has been proposed. The curriculum for this degree would place less stress upon research. In general, it is urged that greater attention be given to the views of students by the faculty and administration of the university. Among the chapters are The Berkeley Students, The Improvement of Teaching, Freshman Admissions, Advising and Orientation of Students in Letters and Science, Grading, A Board of Educational Development, and New Programs.

CURRICULUM—SPECIFIC—by departments, major or other subject-matter arrangements. Includes teaching and learning methods, testing, theory, etc.

•CURRENT RESEARCH

• **BERTRAM, CHARLES**

"CHEM Study" and High School Chemistry Related to First College Chemistry Grades

Division of Educational Research, State Department of Education, Richmond, Va.: State of Virginia; June 1966—Summer 1968 (Phase I).

An experimental study of Virginia high schools using a special chemistry cirruculum (24) and using the conventional chemistry curriculum (24) plus records from the colleges attended by the 950 students involved ". . . to determine if those who studied CHEM Study high school chemistry achieved significantly (.05) higher first semester college chemistry grades than did similar students who received conventional high school chemistry instruction.

• **BORNSTEIN, HARRY**

Enlarging the Sign Language (Instruction Development)

Gallaudet College, Kendall Green, Washington, D.C. 20002: U.S. Office of Education; 1967—.

This project proposes to— 1) create between 500 and 1,000 new signs for sign language, 2) determine how well these are recognized, acquired and retained, and 3) develop improved methods of teaching them. English terms for which no signs exist have been nominated and grouped into clusters applicable to professional divisions of the college. New signs are being taught to faculty and upper class students with closed circuit TV and still photo booklets.

• **BRADLEY, WILLIAM R.**

Three Evaluation Techniques and Personal Orientation Toward Aesthetic Preference

Art Education Department, University of Minnesota, Minneapolis, Minn.: Institutional; Fall 1967—.

An experimental study and testing of hypothesis in art education with 104 students at colleges and universities in the greater metropolitan area of Minneapolis, to understand the function of verbal, in-process feedback as a form of evaluation as compared to the use of the end-product critique in art teaching. "The critical evaluation at the end of a course may not be the most effective pedagogical device." Use of two standardized scales of measurement.

• **BROOKS, T. J.**

Survey of Academic Advising at Selected Graduate Schools of Social Work

School of Social Work, Michigan State University, East Lansing, Mich.; Institutional; 1968—.

• **BROOKS, T. J. (Dissertation)**

Implication for Social Work Curriculum of Industry's Social Welfare Concerns

School of Social Work, Michigan State University, East Lansing, Mich.; Personal; 1968—.

• BURY, RICHARD L.

Courses for Instruction in Wildland Recreation Management

Northern Arizona University, Flagstaff, Ariz.; U.S. Office of Education; November 1966—June 1968.

A project to develop courses for wildland recreation management at college undergraduate level, involving: "1) selection and evaluation of course materials, 2) synthesis of a general framework for instruction, and 3) development and evaluation of a model option. These activities will be accomplished by: 1) consulting managers of recreational areas for recommendations that would be useful in wildland recreation management, 2) consulting academic and inservice programs of instruction to gain a useful perspective on existing educational materials, 3) synthesizing a general framework of instruction in wildland recreation management and its integration within the multiple-use managment concept . . ."

• CHEIFETZ, PHILIP M.

Programmed Instruction Fundamental Concepts of Modern Mathematics

Nassau Community College, Garden City, N.Y.; Personal; September 1967—September 1970.

An experimental use of programmed instruction and testing in certain preliminary concepts of mathematics with 60 students at Nassau College, in order possibly to eliminate "this type of course from the college curriculum, allowing for more meaningful courses to be introduced." (No information concerning end measurement and control group.)

• CURTI, MERLE

American History Lab Course

Graduate School, University of Wisconsin, Madison, Wis.; U.S. Office of Education; 1967—1668.

"An experimental course in introductory American history will be developed for college use. The course will involve undergraduate students in the processes and problems encountered by working historians. Quiz sections of the lecture course will be converted into a seminar for advanced graduate students. The course lecture system will be adapted to integrate students' experiences with concrete awareness of historical change in the United States. A pilot version of the course will be presented to a group of Wisconsin student evaluators (90 representative sophomores). Later, the same course will be expanded and experimentally evaluated, using 180 students who would ordinarily populate the sophomore survey course sections. Results obtained at Wisconsin will be closely correlated with results from a similar experiment which will be conducted at Columbia University."

• CURTIS, JOHN M.

To Develop Improved Approaches to Teaching Agricultural Economics to Foreign Students

The East-West Center, Honolulu, Hawaii; August 1967—January 1968.

• DARNELL, DONALD K.

Language Proficiency Testing

Colorado University, Boulder, Colo.; U.S. Office of Education; October 1, 1967—September 30, 1968.

"A new test of language proficiency will be studied to evaluate its reliability, validity, and practicality. This study, which is expected to be the first of a series, will be restricted to proficiency in written English [by foreign students]. The new test is based upon the assumptions that: 1) the primary function of language is communication, and 2) language is a normative system. The new test employs samples of prose with words deleted at regular intervals. The samples are selected from materials a person might actually use. The test measures the abnormality of a subject's responses in terms of the responses given by criterion groups of native speakers of English. The measure of abnormality is derived from information theory. The performance of 48 foreign students will be examined and compared with the performance of 200 native speakers selected from graduate and undergraduate engineering and liberal arts majors."

• DUGAS, DONALD

The French Preposition de: A Linguistic Analysis Based on a Case Framework

Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education; 1967—.

A statistical study of student errors in French syntax (not yet published) has established that English speaking third year college students have most difficulty in mastering French prepositional usage. This has led the author to attempt a new linguistic analysis of prepositions in French, focusing in particular on the preposition *de*. As a model, he has chosen the promising framework suggested by Charles Fillmore in "A case for case" (to appear 1968).

• DURSTINE, RICHARD M.

Development of Mathematical Methods in Educational Planning (Course)

Graduate School of Education; Harvard University, Cambridge, Mass. 02138; 1968—.

Development of a course dealing with mathematical approaches and techniques in educational planning starting with a structured reference list (bibliography) arranged under topical headings. This is a preliminary to a detailed look at some mathematical aspects of the methodology of educational planning.

• EDLING, JACK V.

Oregon State University English Composition Project

Teaching Research Division, Oregon System of Higher Education, Monmouth, Oreg. 97361; Oregon State System of Higher Education; Spring 1967—Fall 1969.

A developmental project, starting with 250 subjects on Oregon College campuses and a specially developed "criterion test," toward "a new system for teaching English composition organized around programmed texts and emphasizing self-directed study."

• FOOTE, DON CHARLES

Course Design for Introductory Geography

Geography Department, McGill University, Montreal 2, Quebec, Canada; Institutional; October 1966—June 1968 (Phase I).

A project to develop learning and teaching methods in introductory geography, after a survey of experimental courses in other North American universities, "to allow significant advances in upper division geography courses and to provide bases for new concepts in geography curriculum *involving interdisciplinary* education." Twelve laboratory exercises, three examinations, course review questionnaire, and course evaluation organized and completed by graduates and undergraduates enrolled. Later, Phase II includes research in audiovisual and programmed learning.

• FRANCIS, W. NELSON; MESKILL, ROBERT H.; BAILEY, BERYL L.; KUCERA, HENRY; AND RICHARD TUCKER

Brown-Tougaloo English Language Project

Department of Linguistics, Brown University, Providence, R.I. 02912; Rockefeller Foundation; 1965—1968.

"Based on the fact that the language problem is central to the academic deficiencies of many college students," this project is a development and testing of instructional materials for use with freshman students in predominantly Negro colleges in the South. Techniques for analysis of a sizable sample of spoken language by computer are being developed, a "sketch grammar of Mississippi Negro Dialect" having been prepared. Computer analysis techniques will be used to extract a "great deal more information about the corpus of spoken and written Mississippi English collected at Tougaloo."

• GRIFFIN, ROGER W., JR.

Development of Independent Study of Organic Chemistry for Undergraduates

New College, Sarasota, Fla. 33578; Fall 1967—.

Study of the development in a very small college of a laboratory course in organic chemistry to carry out one aim of the college, that is, "to prepare students to think creatively and independently now and for the future. . . . Students design and execute their own experiment within a given, general framework. Only seven to 10 biology and chemistry students study organic chemistry (two terms, second year). At first, the students are uncomfortable, indecisive, and try to obtain specific instructions from the professor . . . many of the organic students (middle of second term) undertake a small research problem . . . related to the professor's research interest."

• HALL, THOMAS

Source Materials for General and Human Biology
Biology Department, Graduate School of Arts and Sciences, Washington University, St. Louis, Mo.; U.S. Office of Education; 1967—.

Development of a one-semester course in human biology around two parallel kinds of experience: 1) a block of 30 written case studies dealing "with efforts of scientists to solve some persistent biological problem," including historical summaries and reports on recent developments in regard to each problem and 2) laboratory work so organized that students may work independently for a two-week open period.

• HAWKES, JOHN

The Teaching of Writing to College Freshmen

Graduate School, Stanford University, Stanford, Calif. 94305; U.S. Office of Education; 1966—1969.

An experimental effort with freshman English students, which includes their involvement in the teaching about writers of diverse kinds in elementary and secondary schools, "and regards the participation by graduate students in the program as part of their preparation as future college teachers . . ." Cooperation with other higher education institutions through "visits, exchanges, seminars, and demonstrations."

• HEALEY, F. G., FRENCH, R. J., AND G. BIRKETT

Examination Techniques in Modern Languages

Department of Modern Languages, Portsmouth College of Technology, Portsmouth, England; Institutional; January 1968—1970.

An experimental development of new examination techniques in modern languages, working with 120 students "at various stages of the degree course in French" to provide "guidance in making new forms of examinations stressing communications aspects of language for new degree courses being included at this college."

• HUTCHESON, J. T.

A Programmed Text in the Area of Musical Form

Department of Music, Michigan State University, East Lansing, Mich. 48823; Institutional; December 1967—May 1970.

A project to develop a programmed text as the most efficient means of teaching musical form to large classes. "The programmed course should eventually teach the same material taught through traditional methods, but in a more organized fashion and in less time. It will leave a great deal of classtime free for analysis of music."

• KOEN, FRANK, AND EJNER JENSEN

What Does It Mean to Appreciate Shakespeare?

Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Mich. 48104; Institutional; Winter 1968—1969.

An experimental study through four academic terms of a Shakespeare course in the English department (700 students per term) to see what may be the effects of *seeing* the plays in addition to reading them. Baseline data on behavioral measures already completed. Students in experimental sections will see film versions of selected plays and then be measured again.

• KOEN, FRANK

Learning and the T-Group Dynamics

Center for Study of Learning and Teaching, University of Michigan, Ann Arbor, Mich. 48104; Institutional; 1967—Fall 1968.

An experimental study of undergraduates in psychology, including volunteers for T-group experiences at the Bethel Center and "controls" (peers in the same course, matched), to develop objective measures of the relationship of sensitivity training to teaching and learning in the classroom situation. Measures include comparisons of verbal interaction in small classes by those who did and those who did not participate in sensitivity training. Some changes in interaction and learning occurred among those with training which were not accounted for by the factor of the more creative people being more likely to volunteer for the experience at Bethel, i.e., when the "experimentals" were matched with the "high creatives" of the control group.

• KRISLOV, SAMUEL

A Laboratories Approach to Teaching Political Science

Department of Political Science, University of Minnesota, Minneapolis, Minn. 55455; U.S. Office of Education; 1967—.

A project to develop political science laboratories "in conjunction with regular subject-matter courses . . . on voting behavior, politically oriented social and economic behavior, legislative and judicial behavior, community studies, and international relations. Direct experience with the methods, techniques, and problems of contemporary political science will be provided students in the laboratories." No special facilities required beyond classrooms and a minimum of computational aids.

• LINDZEY, GARDNER, HELMREICH, ROBERT, AND GEORGE PARKER

Effectiveness of Several Teaching Methods in Undergraduate General Psychology

Psychology Department, University of Texas, Austin, Tex. 78712; Institutional; Completion date—Summer 1968.

An exploratory effort to measure the impact of teaching methods on student interests and attitudes toward the course and learning of course content, using such instructional procedures as traditional lecture series, televised lectures, audiovisual presentations, and small group discussions with different class sections. "We are also looking at these same response variables as a function of several personality characteristics of the students." Primary objective: to help provide a basis for more fully meeting students' individual needs in large undergraduate sections.

• MAAS, JAMES B.

Observation and Evaluation Techniques for a Practicum in the Teaching of Psychology

Department of Psychology, Cornell University, Ithaca, N.Y. 14850; January 1968—June 1970.

A project to develop a training program and instructional materials for use with future teachers of psychology which is to include "the development of standardized techniques for observing and evaluating educational innovations and teaching behaviors" in other subject matter than psychology. The data will be provided through the Cornell Inventory for Student Appraisal of Teaching and Courses, and a Teaching Seminar Questionnaire by 1,000 persons involved in classes in psychology at Cornell and the graduate teaching practicum in the Department of Psychology.

• McCLURE, WILLIAM, AND J. L. BARTH

Political Science Experienced Teacher Fellowship Program

Purdue University, Lafayette, Ind. 47907; U.S. Office of Education; September 1967—August 1968.

A developmental project using experimental group of 35 students who are enrolled in the basic political science course using systems analysis as the model by which some political science concepts can be examined. The concepts of politics are developed in an audio-tutorial system. Involves preparation of 15 political science fellows to teach the concepts of politics by the audio-tutorial method.

• MORDEY, THEOBOLD

Reactivation of Memory by Hypnosis and Suggestion

University of Southern California, Los Angeles, Calif.; U.S. Office of Education; November 1, 1967—October 31, 1968.

"The persistence of memory traces of meaningful material will be investigated in a study that will use hypnotic regression to determine: 1) whether or not memory traces can be reactivated without relearning by the technique of hypnotic regression and 2) whether or not memory traces reactivated by hypnosis can then be made available in the waking state by posthypnotic suggestion. The study is an attempt to determine whether past learnings are destroyed during the passage of time or whether they are only unavailable at the time for recall. An experimental group and three control groups will consist of subjects able to enter deep hypnosis. A fourth control group will consist of nonsusceptible subjects. The subjects in the different groups will be matched in terms of their scores on Form "A" of a memory test, while Form "B" will be used in the experiment. The experimental group will go through four steps—1) learn material to be tested while awake, 2) take memory test while awake, 3) be hypnotized and regressed, given suggestions of excellent memory and motivation, and tested, 4) when awake, given posthypnotic suggestions of remembering as when regressed and tested. Variations of this treatment well be given the control groups in similar steps."

• MORISHIMA, J. K.

Correspondence Courses in Higher Education

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; Institutional; Winter 1968—Summer 1968.

A statewide survey, with instruments yet to be devised, of 30,000 students, faculty, administrators in higher education, to seek answer to the following questions: Why do only 40 percent of students complete courses by correspondence? What are the attitudes of administration and faculty toward correspondence study? Should correspondence studies remain an offering of higher education?

• PARKMAN, RALPH

Cybernation and Man: Development of One Semester Course

School of Engineering, San Jose State College, San Jose, Calif.; U.S. Office of Education; July 1966—February 1968.

Development of an interdisciplinary course by the engineering division of San Jose State College as a model program including 1) collection of tapes and films, 2) production of experimental tapes in conjunction with the San Jose State College course, 3) preparation of an extensive bibliography related to the problems facing man in his computerized environment, 4) preparation of outlines of many of the lecturs of the course, and 5) distribution of materials to other institutions.

• PECK, DARRELL J. (Dissertation)

Undergraduate English Programs in 45 Presbyterian-Affiliated Colleges

Teachers College, University of Nebraska, Lincoln, Nebr. 65808; Personal; June 1967—September 1968.

A field survey and analysis of the undergraduate English curricula and programs in the 45 liberal arts colleges affiliated with the United Presbyterian Church in the United States by means of an original questionnaire sent to the department chairmen. Contains considerable amount of information on faculty (background preparation, distribution of rank in department, teaching load, etc., who makes the decisions, departmental meetings, hiring, curriculum materials, etc.), remedial English courses, special preparation for teachers of English, honors programs, and means of evaluating a faculty work. Contributory to National Survey of Undergraduate Programs in English (U.S. Office of Education and National Council of Teachers of English).

• PETRIE, GRACE S.

Effectiveness of the Teaching Approach in College Chemistry

Nassau Community College, Garden City, N.Y. 11530; Institutional; August 1967—January 1968.

An experimental use with 318 science students of "a design for experiments, using P. Obourn's *Analysis of Problem Solving Abilities,* to increase students' ability to inquire and to think critically. The study measures improvement by means of the *Watson-Glaser Critical Thinking Appraisal.*"

• RODMAN, HARRY E.

Curriculum Development in Architecture

School of Architecture, Rensselaer Polytechnic Institute, Troy, N.Y. 12181; Institutional; September 1966—June 1968.

Documents and reports of the committee charged with developing an architecture curriculum "for students who will begin doing important work 20 years from now." Related to American Institute of Architects Education Research Project, at Princeton University. A case study.

• SCHOOL OF MEDICINE, UNIVERSITY OF SOUTHERN CALIFORNIA

Undergraduate and Postgraduate Teaching of Neurology; Curriculum Revision

School of Medicine, University of Southern California, Los Angeles, Calif. 90007; U.S. Office of Education; July 1966—June 1968.

Study toward better articulation of offerings in the teaching of neurology for undergraduate medical students, postgraduate, and practicing physicians mainly by the expansion of the use of a "professional medical model in neurological teaching," including the development and use of evaluative techniques called "the programmed patient" and the production and use of short instructional films on neurological skills on a self-study basis. Also will include regular faculty workshops in teaching of neurology.

• SPENCER, RICHARD E.

Prediction of Success in Foreign Language Learning

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

• SPENCER, RICHARD E.

Validity of Teaching Effectiveness in Economics

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

• SPENCER, RICHARD, AND SUSAN FELDMAN

Determination of Variance and Foreign Language Success Attributable to Reading, Writing, Speaking, and Listening Testing Data

Measurement and Research Division, University of Illinois, Urbana, Ill. 61801; Institutional; November 1967—.

Studies of the effectiveness of various testing procedures in the learning of French, Spanish, German, and Russian languages.

• STACY, THOMAS J.

Survey of Current Methods of Teaching Russian Language in the United States

Department of Foreign Languages, U.S. Military Academy, West Point, N.Y.; Institutional; October 1966—1968.

A national survey "to obtain a consensus on" Russian language teaching methodology "correlated with such factors as level and stage of instruction and prior training, experience and fluency of instructors."

• STONE, W. S.

Preparing Animal Science Technologists (Pilot)

Agricultural and Technical College, State University of New York, Delhi, N.Y. 13753; U.S. Office of Education; June 1965—December 1969.

Study toward a new program to train animal science technicians involving two-year curriculum leading to degree of associate in applied sciences. "Graduates will be trained to serve in federal agencies, state government departments, colleges, hospitals, research institutions, pharmaceutical houses, animal breeding establishments, and veterinary houses. Activities of the current project will consist of purchasing scientific equipment and teaching aids, acquiring necessary personnel, and developing instruments to measure the effectiveness of the new program."

• STRINGER, PETER

Research into Architectural Education

Bartlett School of Architecture, University College, London, England; Institutional & Foundation; January 1963—May 1968.

A study of the methods of teaching and content of courses in a school of architecture, by means of psychological tests, of intelligence, spatial perception, and personality, to discover the best ways of selecting students and of educating them in a university school, of developing increased sensitivity to space and to human relations, and of improving critical judgment and ability to design effectively.

• SWETS, J. A., KLATT, D., CARBONELL, J., *ET AL.*

Research on Second-Language Learning

Bolt, Beranek & Newman, Inc., 50 Moulton Street, Cambridge, Mass.; ARPA; November 1966—November 1968.

A feasibility study "of programmed computer systems to aid in teaching a foreign language, including phonology, syntax, and semantics—emphasizing phonological aspects."

• VAN CAMPEN, J. A., AND PATRICK SUPPES

Application of Mathematical Learning Theory to Second-language Acquisition with Particular Reference to Russian

Stanford University, Stanford, Calif.; U.S. Office of Education; September 1, 1967—August 31, 1968.

Research to develop "materials for a computer-based, first-year course in Russian . . . and techniques for the individualization of instruction by: 1) response-dependent correction routines and 2) test-score-dependent recycling routines. Such skills as pronunciation and handwriting which cannot be tested conveniently online will be handled by supplementary language-laboratory work, the output of which (written sentences and pronunciation tapes) will be analyzed by ordinary non-computer methods. Much of the new research will be based on the performance of as many as 36 college students who will use the computer-based materials and accompanying laboratory drills in their study of first-year Russian."

• WIGGINS, JAMES A., POPE, HALLOWELL, AND DONALD BUSHNELL

Contingencies of Learning in the College Classroom

University of North Carolina, Chapel Hill, N.C. 27514; U.S. Office of Education & Institutional; Spring 1967—June 1968.

An experiment in teaching introductory sociology (later, other social sciences introductory courses) in order to test several hypotheses predicting course achievement and to emphasize independent variables which are or could be under the control of classroom instructors. "Measurement and statistical controls are being used for such variables as general ability, test-anxiety, external-internal control, and achievement aspiration . . . students' evaluation of the instructor, classroom procedures, and their own achievement. [Aims to] provide an instructional method which is effective," that is, teaches greater amounts of subject material in less time with better retention.

• WILCOX, THOMAS W.

National Survey of Undergraduate Programs in English

National Council of Teachers of English, Champaign, Ill.; U.S. Office of Education; October 1966—October 1968.

A descriptive analysis of English curricula for undergraduates in the United States and evaluation toward prescribing some reforms and proposing some innovations. Will inquire into ". . . what constitutes effective teaching . . . what serious problems confront teachers . . . what solutions are being tested." After questionnaire survey, exceptional programs will be investigated further by interview. (Project address is: The National Survey of Undergraduate Programs in English, U-25, University of Connecticut, Storrs, Conn. 06268.)

• WILLSON, ROBERT

A College Art Major in Glass

University of Miami, Coral Gables, Fla. 33124; U.S. Office of Education; May 1966—February 1968.

A descriptive survey of glass schools and factories of the United States and foreign countries (Europe and Mexico) will precede development of pilot program for a major in art glass. This curriculum will take into account both academic and industrial teaching situations as well as equipment and "factual data on student sources, economic uses, business relations, and sponsorships of such teaching." To be discussed with a cross-section of American specialists, museum personnel. Will include information on "commercial glass activities . . . training systems, use of apprentices . . ."

•1966—1967 RESEARCH

• ADAMS, ALAN M., AND JULIAN C. STANLEY

"Preparation of High School Psychology Teachers by Colleges." *American Psychologist*, 1967, 22(2), 166–169.

A study involving the distribution of questionnaires to psychology department chairmen of approximately 1,050 colleges and universities. Only eight percent stated that they offered an undergraduate teaching major in psychology to prospective high school teachers and 13 percent offered a teaching minor.

• DAVIS, ELTON CHARLES

"A Creative Curricular and Evaluative Model Prepared for College Level Remedial Programs." *Dissertation Abstracts A*, 27(6), 1701–1702. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study aiming to: 1) define a course of study containing a theoretically unified set of objectives providing an opportunity for the student to develop his abilities to the level required for college, 2) to involve the college in an institutional effort to produce valued developments in curriculum aimed toward the solution of a common problem within junior colleges, 3) to get students involved in creative and remdial activities so that they can be led to clarify and re-evaluate educational and vocational goals. The course of study was developed and used in an experimental and control group study at Pasadena City College. According to essay ratings and evaluative statements by teachers, students committed to educational-vocational goals showed statistically significant improvement in the experimental group as compared with the control group. It was found that the experimental group was more flexible in experimenting with possible educational-vocational goals by a 4:1 ratio. Concludes that a methods course can free teachers of remedial courses from the present practice of reinforcing previously acquired poor study habits and permit the primary objective to be the diagnosis and remediation of the learning deficiencies of students.

RESEARCH—on functions and structures, including graduate. Also includes projects dealing with institutional research centers and programs for training in research.

•CURRENT RESEARCH

• DENNY, TERRY

Undergraduate Programs in Educational Research

Graduate School, Purdue University, Lafayette, Ind. 47907; U.S. Office of Education; 1966—1969.

A project to develop a three-year program "1) to develop certain competencies for the undergraduate to conduct educational research, 2) to develop favorable attitudes toward . . . educational research as a guide to practice, 3) to 'recruit' undergraduates . . ., 4) to provide talented assistance . . ., and 5) to prepare prospective teachers for (using and doing) . . . educational research." Six educational psychology professors and 12 research professors "will work with one or two undergraduates each year" to foster a close research relationship between professors and students, through working on projects from their beginnings and through a weekly seminar (100 minutes), field trips to other research centers, and attendance at educational research meetings. (See other developmental programs for training educational specialists: Frances J. DiVesta, Educational Psychology Department, Pennsylvania State University; M. Ray Loree, Department of Educational Psychology, University of Alabama—both funded by U.S. Office of Education. Also, Virgil S. Lagomarcino, Department of Education, Iowa State University; Gerald S. Lesser, Laboratory of Human Development, Harvard University; and Nancy K. Johansen, Graduate School, Macalester College, St Paul, Minnesota—all funded by U.S. Office of Education.)

• DIXON, W. ROBERT

Interdisciplinary Research Training Program in Education

School of Education, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education; 1966—1971

"A five-year graduate training program will be provided within the social sciences, especially psychology, in an effort to improve the quality of educational research. Four fields of specialization will be offered . . . 1) learning and instructional processes, 2) personality development and mental health, 3) language behavior, and 4) research design and data analysis . . . including instruction in statistical procedures, computer applications, and communication skills development, eight students . . . each year."

• DOI, JAMES I.

Adaptation as a Criterion of College Effectiveness

Center for Study of Higher Education, University of Michigan, Ann Arbor, Mich. 48104; Institutional; March 1968—.

A brief summary of observations by a faculty member of the Center for the Study of Higher Education at the University of Michigan (Ann Arbor) on the place of institutional research in the substructure of higher education institutions. He includes here a paradigm of the adaptive substructure, whose function is "to enable the organization to cope effectively with pressures for change. The capacity to cope with change must today be recognized as a major criterion of organizational effectiveness." (Unpublished)

• EDWARDS, R., AND McGREGOR, T. G.

Official Educational Intelligence Pertaining to the Study of English Education, Particularly Technical and Higher Education

McGill University, Montreal, Quebec, Canada; Institutional; 1968—.

A brief historical summary, "produced for private circulation," of the role of governmental commissions and "select committees" in British higher education research and development from the middle of the nineteenth century up to the present.

• EGGERTSEN, CLAUDE A.

Historical Research Training in American Education

School of Education, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education; 1966—1971.

A project to develop a training program in historical research in American education "that will invoke the strength of historiographers in the School of Education and College of Liberal Arts and Sciences, and methodologists in sociology, political science, and psychology, and research people in education. No new courses are to be designed and no elaborate administrative innovations . . ." Doctoral candiates will learn theory and techniques of historical work through producing papers and monographs under interdisciplinary supervision.

• GRIFFITH, BELVER C.

Project on Scientific Information Exchange in Psychology

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036; National Science Foundation; 1961—1968.

A manifold project which includes efforts to determine "areas in which further innovation is needed in scientific information exchange and the design of appropriate innovations," and ". . . to develop as complete a theoretical picture as possible of processes in scientific exchange" among psychologists in higher education. Subsections are studying "channels of communication that are currently regarded as either failing in their purpose or losing status within the discipline" and those information users who are not active scientists. Additional studies deal with time-lag of publications, response to changes in the operation of *Psychological Abstracts*, and the invention and development of new elements in the system of scientific dissemination in psychology. Also, "the project's work will be extended into a new area, the relation of the social structure of a science to patterns of informal communication."

• GUBA, EGON G., ROADEN, ARLISS, AND WILLIAM GEPHART

Training Materials for Research, Development, and Diffusion Personnel

National Institute for Study of Educational Change, 825 East Eighth Street, Bloomington, Ind. 47401; U.S. Office of Education; May 1967—June 1968.

"An exhaustive nationwide search" for training methods and materials for research and development centers. "A bank of ideas, methods, and materials will be derived from sources across the nation and will be made available for development and use in research, dissemination, and development training programs." Project is to: 1) devise procedures for identifying available but undeveloped methods and materials for use in the training of personnel, 2) develop a limited number of such identified at "available for use" stage, and 3) plan and design a major study proposal for the purpose of understanding and alleviating the major problems and deficiencies of research, dissemination, and development training programs.

• HÄNDLE, FRANK (Dissertation)

Organization of Research as an Economic Problem

Institute for Educational Research, Max Planck Gesellschaft, Berlin; Individual; July 1968—December 1969.

An analysis of research organizations as systems of information, systems of decision making, and systems of production, taking into account the structure as well as process of the organization and based on theories of general organization. This project aims toward the design of economic models for research organizations, applicable to higher education institutions.

• HARRIS, FRED R.

Hearings on the Creation of a National Social Science Foundation

Subcommittee on Government Research, U.S. Senate Committee on Government Operations, Washington, D.C.; U.S. Senate; 1967—.

"The National Social Science Foundation," Parts I, II, and III, hearings before the Subcommittee on Government Research, U.S. Senate, 89th Congress, 2nd Session. "One of the crucial questions of the hearings was the role of the federal government in supporting social science research, education and training at institutions of higher education."

"An Inventory of Congressional Concern for Research and Development," 88th and 89th Congress, 1st Session, Part I; and 89th Congress, 2nd Session, Part II. "A compendium of all Congressional publications issued during the 88th and 89th Congress that relate to research and development including education, training and scientific manpower policies and programs."

• HAVELOCK, RONALD G.

Dissemination and Utilization of Scientific Knowledge: Comparative Survey

Institute for Social Research, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education; December 1966—June 1968.

A comparative survey of the literature on dissemination and use of scientific knowledge in two phases: 1) "a summary of the current state of the art with respect to knowledge about dissemination and utilization . . ." including policy planning at local, state, and federal levels, and 2) planning a multifaceted program to field-test a variety of procedures to improve current practice.

• KANE, ROBERT B.

The Semantic Differential Questionnaire

Purdue Research Foundation, Lafayette, Ind.; U.S. Office of Education; February 1, 1968—August 31, 1968.

"Approximately 250 undergraduate students at Purdue University will be randomly assigned to three experimental testing groups to: "1) determine the results of controlling three sources of order effects in semantic differential (SD) administrations and 2) aid in developing a practical method of producing a set of semantic differential questionnaires in which item-order effects are minimized by using an electronic computer to generate the questionnaires. Concept order, scale order, and scale polarity are the three order effects which are sources of proximity error in semantic differential administrations. The creation of the computer program will make it possible to determine the results of controlling the sources of order effects in the tests."

• KERSH, BERT Y.

The Oregon College Research Development (CORD) Program

Oregon State System of Higher Education, Education Research Div., Monmouth, Oreg. 97361; U.S. Office of Education; 1967—1968.

A developmental project to stimulate research for the improvement of undergraduate instruction in five of Oregon's higher education institutions by means of: 1) seminars, workshops, and demonstrations for faculty administrators and 2) conduct of research involving several colleges in a common undertaking. Immediate objectives: "1) to expose the faculty and administrators to . . . skills . . . fundamental to producing good research and research administration . . ., 2) to stimulate and support faculty to engage in educational research, and 3) to engage the five colleges in a common research undertaking."

• KLASSEN, FRANK H., AND RAYMOND S. MOORE

Development of Instrument for Society of International Education in Teacher Education Programs of United States Colleges and Universities

American Association of Colleges for Teacher Education, Washington, D.C.; U.S. Office of Education; August 25, 1967—January 25, 1968.

A project to develop a basic information retrieval instrument "for nationwide use to examine current objectives and analyze current activities in international education as they concern teacher education." The purpose of the instrument is to make a survey of all colleges and universities in the United States that offer programs of teacher education to determine "what programs exist that relate to preparing teachers to build intercultural or international knowledge and understanding . . . Gaps that exist in terms of content, geographical coverage of international education programs in the United States, and coverage of cultures, extent and method of coordination between the disciplines in teacher education, the uses made of inter-institutional cooperation, the principal experiential and academic requirements in intercultural education."

• KRAHMER, EDWARD

Training Educational Researchers for Rural Areas

College of Education, University of North Dakota, Grande Forks, N.D. 58201; U.S. Office of Education; 1967—.

This development of both doctoral and masters degree programs for educational research in rural areas consits of academic study of: 1) research methods, 2) statistical data analysis, 3) educational measurement, and 4) computer techniques, "to provide sufficient researchers to meet needs of a tri-state region and other rural areas." Continuous evaluation of program; 16 to 34 candidates per year.

• LEE, J. MURRAY

Training of Educational Research Workers in the Area of Culturally Deprived

Southern Illinois University, Carbondale, Ill. 62901; U.S. Office of Education; March 1967—August 1968.

A study leading toward a program of training "for five outstanding university graduates in the area of educational research, including curriculum development and evaluation, with emphasis on problems of culturally deprived or economically depressed pre-school and elementary school children." A three-year program is proposed for each trainee, with a total of five years proposed for the university's program.

• LESSER, GERALD S.

Postdoctoral Fellowship Program in Educational Research

Harvard University, Cambridge, Mass. 02138; U.S. Office of Education; September 1967—August 1968.

Three postdoctoral fellows will "engage in an intensive year of educational research training in the areas of history and psychology. In consultation with their advisors, the participants will structure a research program according to their individual needs and concerns. The year of study will lay the basis for further research activities and will increase their capacity to evaluate research problems."

• LIGHTSEY, RALPH

Research Development in Professional Education

Georgia Southern College, Statesboro, Ga. 30458; U.S. Office of Education; June 1967—June 1969.

A program to develop a research consortium with these objectives: "1) to increase the emphasis on educational research in the teacher education programs, 2) to assist the colleges to provide more support to faculty efforts in educational research, 3) to provide inservice education in research for the faculties, and 4) to increase the interests of faculty members in conducting (and engaging students in) educational research. In addition to improving the educational research efforts at the colleges, the project is expected to also increase the use of research findings in the instruction offered by the faculties . . ." of Georgia Southern College, Savannah State College, Armstrong State College, Augusta College, and Middle Georgia College. Georgia Southern College will develop a Master of Education degree program for preparation of educational researchers.

• MELVILLE, GEORGE L., HOOGESTEGER, HOWARD, AND JAMES McALLISTER

A Consortium of Knox College, Lake Forest College and Monmouth College to Develop Offices of Institutional Research

Knox College, Galesburg, Ill. 61401; Federal; June 1967—June 1968.

A developmental project to initiate offices of institutional research at Lake Forest College and Monmouth College generalizing the Knox College experience, by means of a one-year consortium bringing together administrative and research staffs of the three institutions. One immediate effort stemming from this would be the "extension and the development of the Admissions with Reservations Concept," and "the extensive analysis of the academic register in determining high school parameters in admissions policy." Allocation of "seed money for faculty involvement in internal research projects." Also, interinstitutional research permitting comparison of data.

• MOULY, GEORGE J.

Training of Educational Researchers (Graduate Program)

School of Education, University of Miami, Coral Gables, Fla. 33124; U.S. Office of Education; June 1966—1969.

A project to develop a M.Ed. program for training research center personnel which will consist of four parts: 1) instruction on research, 2) statistics and evaluation, 3) practical research experience, and 4) supportive studies. Twenty trainees will take prescribed courses at University of Miami through a six-week summer session and one academic year in a two-year program. (See also projects by Robert Campbell and J. William Moore.)

• NASCA, DONALD

Consortium Research Development

State University of New York, Brockport, N.Y. 14420; U.S. Office of Education; June 1967—June 1970.

To promote the research capacities of faculty members on five small college campuses through: 1) establishment of an internal organization designed to provide both direct and indirect assistance to faculty in preparing research projects, 2) presentation of seminars to aid in developing specific skills associated with research endeavors and, 3) provision of a model for research involvement. Actual research involvement at termination of the three year project will serve as a primary source of data for evaluation of the project.

• PATEL, C. S. (as Vice Chancellor)
Centre for Advanced Study in Eudcation

Faculty of Education and Psychology, Baroda University, Gujarat, India; Asia Foundation; 1966—1967.

A project to develop and further train staff to use equipment for "a simplified language laboratory" and "data calculation and other research use" at the Centre. This centre's objectives include: 1) research for improving tools of instruction and evaluation in use in schools, 2) training research workers in educational research and experimental design, 3) extension services in educational research, 4) seminars and workshops on crucial problems of education in the country at large."

• PAULSON, CASPER

Programmatic Support for Development of Capacity for Research

Oregon State System of Higher Education, Oregon College of Education, Monmouth, Oreg. 97361; U.S. Office of Education; 1967—1968.

A developmental project to stimulate research for the improvement of undergraduate instruction in five of Oregon's higher education institutions, by means of: 1) seminars, workshops, and demonstrations for faculty administrators and 2) conduct of research involving several colleges in a common undertaking. Immediate objectives: "1) to expose the faculty and administrators to . . . skills, . . . fundamental to producing good research and research administration . . ., 2) to stimulate and support faculty to engage in educational research, and 3) to engage the five colleges in a common research undertaking."

• PETERSON, EARL B.

Occupational Research Coordinating Unit (Montana)

Department of Public Instruction, Helena, Mont.; U.S. Office of Education; March 1967—September 1968.

An ongoing research coordination unit directed to the initiation and support of research in vocational-technical education will be continued. The unit is cooridnated with various universities, major industries, labor organizations, teacher organizations, and state employment agencies. Research will be initiated and supported in and among these agencies for 1) application in the various areas of vocational-technical education and 2) dissemination of information on research projects.

• PINNER, FRANK

Teaching of Research Methods by Participation

Political Science Department, Michigan State University, East Lansing, Mich. 48823; Institutional; Fall 1967—Winter 1968.

An experiment in the teaching of political science research methods by means of engaging every student in two successive terms in "bona fide research undertakings"—one complete research project per quarter. "All teams were matched approximately on their distributions of general scholastic performance and on quantitative skills"; students were assigned to research teams on the basis of their previous performance. Questionnaires and verbal reports by the students to the instructor.

• ROUECHE, JOHN E., AND JOHN R. BOGGS

Survey of Institutional Research in American Junior Colleges

Higher Education Department, University of California, 96 Powell Library, Los Angeles, Calif. 90024; W. K. Kellogg Foundation; February 1968—June 1968.

A 10 percent random sample of the presidents of junior colleges in the United States, by means of structured interviews by telephone, to discern: "1) the frequency of institutional research in American junior colleges, 2) the education areas most and least often researched, 3) the education areas that junior college administrators would most like to research, 4) who coordinates institutional research in junior colleges, 5) if selected variables are related to the frequency of institutional research.

• RUSSELL, JOHN, WIERSMA, WILLIAM, AND RICHARD WHITE

Cooperative Institutional Research Program

University of Toledo, Toledo, Ohio 43606; U.S. Office of Education; October 1966—June 1969.

A consortium of six small private colleges in northwest Ohio along with the University of Toledo are developing a Center for Institutional Research and training college personnel in research methods (three per college) to staff and use the services of the new Center. Research will include curriculum studies, "ex post facto research," and some controlled experimentation on instruction.

• SANFORD, NEVITT

Institute for Research and Action on Human Problems

Project Headquarters, 2465 LeConte, Berkeley, Calif. 94709; 1968—.

A project to explore development of a new kind of research institute which would train some researchers and involve all participants (20 to 30) in action aimed toward appropriate changes with regard to selected "human problems." The researcher begins with the acknowledged premise that all research affects its object, and proceeds to make deliberate use of these effects for calculated social change. One initial project will be a study of graduate education. Will have official relationship with consortium of theological schools.

• SHEFFIELD, EDWARD F.

Register of Research in Higher Education in Canada

Higher Education (Innis College), University of Toronto, Toronto 5, Ontario, Canada; Institutional; 1968—.

The beginning of "a register of research in higher education in Canada—planned, in progress, and recently completed."

• STANTON, HENRY

Programmatic Support for the Development of Research Capacity

Lane College, Jackson, Tenn. 38301; U.S. Office of Education; June 1966—June 1969.

"Educational research programs are being undertaken which will involve five colleges from the West Tennessee and Mississippi Delta region in the Cohort Research Development Program (CORD). The objective of this project is to expose the faculty and administration of the colleges to the skills and knowledge necessary to produce good research and administration."

• TWELKER, PAUL A.

Instructional Simulation—A Research Development and Dissemination Activity

Oregon State System of Higher Education, Monmouth, Oreg.; U.S. Office of Education; June 1, 1967—September 30, 1968.

"The objectives of this project are: 1) to continue the search of educational, military, and industrial literature pertaining to industrial simulation that was started as a project of the Northwest Regional Educational Research Laboratory; 2) to develop models of instructional simulation design that will guide developers in specifying the form of the simulation; 3) to identify research directions and state these in the form of hypotheses; 4) to specify applications of instructional simulation; and 5) to disseminate widely the information gained. . . . Is expected to enable researchers to concentrate on problems that may make the greatest contributions to a theory of instruction."

• WILLEY, DARRELL S.

Interdisciplinary Program for Preparation of Graduate Researchers in Higher Education

New Mexico State University, Box 3R, Las Cruces, N.M. 88001; U.S. Office of Education; June 1966—1969.

Development of graduate program for researchers in elementary, secondary, and higher education, beginning with 12 trainees of diverse backgrounds (including agriculture, engineering, etc.) in three-year program. Curriculum includes management engineering, mathematics statistics, sociology, and teacher education. ("Emphasis will be placed on . . . seminars covering unaligned areas.")

• WILLIAMS, JOE

Graduate Research Training in Philosophy of Education

School of Education, University of Georgia, Athens, Ga. 30602; U.S. Office of Education; June 1966—1971.

Studies toward the development of a graduate program for training researchers in philosophy of education leading to Ph.D. (philosophy of education) as part of joint program between college of education and department of philosophy and religion. "Aims to prepare students to conduct philosophically grounded investigations (including those of empirical nature) into various problems . . . for instance, curriculum, administration, learning and teaching methods, and objectives." Included 20 students over five years; sequence includes research methodology, social science, and education courses as well as philosophy.

• WILLIAMS, JOE

Graduate Research Training Program in Art Education

School of Education, University of Georgia, Athens, Ga. 30602; U.S. Office of Education; June 1966—1969.

A project to develop graduate research training program in art education, leading to master of art education and doctor of education degrees, in a joint program of the college of education and Franklin College department of art, consisting of a three-year curriculum. Twenty students in groups of four will be prepared "to hold a joint appointment in an art education department and a department of educational research" and trained to: 1) use methods of experimental research, 2) evaluate and analyze major alternative theories of art and art learning, and 3) test and evaluate hypotheses.

• WILLIAMS, JOE

Training Program for Reading Research Degrees

School of Education, University of Georgia, Athens, Ga. 30602; U.S. Office of Education; June 1966—1971.

Development of five-year program (four trainees per year) for graduate research workers in the area of reading, leading to masters and doctoral degrees, including observation and execution of actual research projects in reading. "During the three years, each participant will conduct research for a . . . thesis or dissertation and . . . four additional independent studies." Participants will "be involved as an observer" in faculty research activities, and in a reading clinic, helping participants to use diagnostic data from reading clinic cases.

• WILSON, KENNETH M.

College Research Center, An Agency for Interinstitutional Cooperation in Educational Research

College Research Center, Poughkeepsie, N.Y. 12601; College Entrance Examination Board & Eight Member Colleges & Institutional; 1961—.

Developmental project: "a novel, cooperatively supported, educational research agency currently supported by eight liberal arts colleges for women (and College Entrance Examination Board): Briarcliff College, Connecticut College, Hollins College, Mt. Holyoke College, Randolph-Macon Women's College, Trinity College (in Washington, D.C.), Vassar College, and Wheaton College." Makes available to individual institutions a research facility for their own unique needs, and help with joint studies on "questions of interest to all members." Includes data bank, retrieval system. Model for liberal arts and sciences colleges.

•1966—1967 RESEARCH

• BUSWELL, GUY T., McCONNELL, T. R., HEISS, A. M., AND D. M. KNOELL

Training for Educational Research. Center for the Study of Higher Education, University of California, Berkeley, Calif., 1966, 150 pp.

A report of an empirical investigation of the productivity of persons who obtained the doctorate in education, as well as analysis of factors related to the incidence of published research. A group of highly productive researchers were also interviewed concerning their educational backgrounds, the conditions they considered conducive to productivity, and their recommendations for the selection and training of future research personnel. The degree of sophistication in design and analysis characteristic of recent doctoral dissertations were also examined and analyzed. The investigation revealed that certain variables are related to productivity, among them being that the most productive scholars were generally younger than the nonproductive group, and that they had taken a program of liberal studies as undergraduates. Perhaps the most striking of the findings was that there was little change in the characteristics of persons who obtained the doctorate in education in 1954 and 1964 (most graduate students spent only part-time on their studies, and too few had a broad undergraduate liberal arts background).

• CRONBACK, LEE J.

"Research Training Program Development." *Research in Education*, 1966(1), Project Resumes, 20. U.S. Department of Health, Education, and Welfare, Washington, D.C.

A project undertaken to provide for comprehensive graduate research training in educational psychology, curriculum research, school and school system organization, and educational mathematical applications. Several new staff members were recruited and selected to be trained on the predoctoral level. It was hoped that these would prove strong contributors to the research training program and the university faculty. The new full-time positions will be distributed over the five-year program period.

• GIBBONS, DONALD F.

"The Longitudinal Effects of Early Research Experience." *Research in Education*, October 1967(10), 3-4.

An evaluation of a precollege summer research program in scientific technology for entering freshmen to determine its longitudinal influence on creative ability and on the total effectiveness of the student's educational experience. Tests the hypothesis that the development of creativity can best be accomplished by directly involving the student in research projects as early as possible in his education. Data gathered from students participating in the summer research program will be compared with that of a control group which will not have had summer research experience. The two groups will be followed during their first two years of college.

• HARMAN, WILLIS

"Establishment of a Pilot Center for Educational Policy Research." *Research in Education*, November 1967(11), 3.

Four research studies conducted to provide the necessary experience to develop the design of an operational center for research on educational policy. The selection of the problems involved was guided by the concept that educational policy research should apply the techniques of long-range forecasting and goal-oriented systems design to the allocation of total educational resources. The four studies, representing a range of educationally significant problems, are: 1) an inventory of knowledge on human potentialities for growth and development, 2) preliminary forecasting of alternative futures for the educational system and for society, 3) more specific forecasting of alternative futures for urban education, and 4) a retrospective examination and modeling of processes of change and innovation in the educational system.

• JONES, LEWIS

"A Consortium for Institutional Research." *Research in Education*, October 1967(10), 17.

An initial study project in a projected long-term program for institutional and interinstitutional research among Clark College, Dillard University, Fisk University, Houston-Tillotson College, Lemoyne College, Talladega College, and Tougaloo College. Aims to provide necessary information that will enable seven private and predominantly Negro colleges to effectively meet the challenges that are presented by the revolution in civil rights and recent developments in education. The premise of the study is that the greatest impetus, and the most realistic proposals for effective change in the institutions making up the consortium, will come through a scientific self-study by each institution with those who would have the responsibility for effecting change participating in the study and helping to formulate the concluding recommendations.

- **JOHNSON, RICHARD**

"The Effectiveness of Academic Interest Scales in Predicting College Achievement." *Research in Education*, 1967(10), 24.

A study to validate some newly developed academic interest scales, involving approximately 500 entering male freshmen students in the college of arts and sciences at the University of Massachusetts. Scales were developed from strong vocational academic interest blank scales: 1) to aid in the prediction of academic achievement and 2) to help gain better understanding of the motivational and temperamental factors associated with college achievement. The objectives of this research project are to: 1) cross-validate the scales in terms of their effectiveness in accounting for that part of the variance in college grades not already accounted for by readily available predictors, 2) determine the relative effectiveness of a single item, self-rating scale in predicting college achievement, 3) study the relationship between the academic interest scales and first grade point average at different ability levels, and 4) evaluate the effect that modified instructions have upon the predictive validity of the academic scales and the self-rating scale. A significant part of the study will be an attempt to use the modified instructions with the scales to elicit from the student a profile that is more valid for selection purposes.

- **LESSER, GERALD S.**

"Educational Research Training Program in Human Development." *Research in Education*, November 1966(1), Project Resumes, page 9.

A program to prepare graduate students for research and college teaching in those aspects of the behavioral sciences which are of greatest value in aiding an understanding of the educational process. It seeks to establish the closest ties between the behavioral sciences and educational practice.

- **SEIBER, S. D., AND PAUL LAZARSFELD**

The Organization of Educational Research. New York: Columbia University Bureau of Applied Social Research. Cooperative Research Project 1974, 1966.

A comprehensive study including: 1) the value of climate arrangements for research, 2) recruitment policies and joint arrangements with other substantive areas, 3) structure of research units, 4) the leadership and/or managerial role of the research director, 5) problems of service involvement and relationship to research conception, and 6) graduate programs for careers in research. Contains recommendations for improving the quality of graduate programs of research, and for more effective organization of experiences and programs in research training are offered.

EDUCATIONAL TECHNOLOGY—information transfer by video tapes, computer assisted instruction, and other media.

•CURRENT RESEARCH

- **ABRAHAMSON, STEPHEN**

Developmental Study of Medical Training Simulators for Anestheseologists

School of Medicine, University of Southern California, Los Angeles, Calif.; U.S. Office of Education; January 1966—November 1968.

An experimental and developmental project to demonstrate the practicability of using a computer-controlled patient-simulator, to teach medical students necessary skills in the anesthesia maneuver of endotracheal intubation. Special room will simulate operating amphitheater and will house the computer-controlled patient machine. Assessment of learning by five first-year resident students. Comparison with control group toward the conclusion of training period. Student and faculty competence will be determined by critical examination of official hospital anesthesia charts; comprehensive evaluation is completely by humans.

- **ALLEN, RUTH**

Audio-Tutorial Approach to Teaching Introductory Biochemistry

Biochemistry Department, Michigan State University, East Lansing, Mich.; Institutional; July 1967—June 1969.

An experimental comparison of student performance when learning takes place primarily by means of independent carrels and by lecture method. Involves 100 students (experimental) gathering for one large group discussion one hour per week, scheduled one-hour recitation per week, and at least three hours per week study in audiotutorial carrel with the use of slides, transparencies, and three-dimensional models; and 200 students meeting for five lectures per week. Experimental part of course is of three weeks' duration, all receiving five lectures per week throughout the other six weeks of the course. During the summer session (June 20–August 27) the entire 10-week course was put into the carrel format (carrel/recitation/lecture per week) for the 60 students enrolled in the course. Publication of data concerning retention, motivational changes and academic performance will be forthcoming.

• BARKER, L. J.

Development of a Low-Cost Teaching Carrel

Australian Council for Educational Research, Hawthorn East 2, Victoria, Australia; Commonwealth of Australia; 1967—1969.

• BORG, WALTER, AND WARREN KALLENBACH

Minicourse: For In-Service Education of Teachers

Far West Laboratory for Educational Research and Development, Berkeley, Calif.; U.S. Office of Education; Spring 1967—Summer 1968.

A developmental project, using an adaptation of the micro-teaching approach, beginning with 100 elementary student teachers at three western institutions, whereby an in-service teacher uses video tape for self-evaluation, and later peer interaction for evaluation of teaching skills with small groups of students. The particular skills for this development have to do with effective questioning in classroom discussions with fourth-, fifth-, and sixth-grade teachers. Five sequences of four days each comprise the minicourse. Future minicourse programs will test and develop courses concerning teaching skills needed with nontypical pupil groups, new educational settings, and new and different curricula.

• CARPENTER, C. R.

Factors Affecting Quality of Instructional Media

Pennsylvania State University, University Park, Pa.; U.S. Office of Education; June 1967—June 1968.

A study and collection of information on the quality factors related to instructional material and programs for use in higher education, by means of conferences, interviews, field trips, samples of instructional units and courses. An attempt to identify "factors and conditions which affect significantly the qualities and effectiveness of instructional materials."

• CORRIGAN, R. E., AND R. A. KAUFMAN

Instructional System Technology

Instructional Techniques Department, Chapman College, Orange, Calif.; U.S. Office of Education; September 1966—August 1968.

An exploratory study to determine "the usefulness of basing curriculum on formal problem-solving methodologies, and integrating content and methodology rather than having strictly content and fact-oriented courses, (and) to determine the functional utility of devising . . . a curriculum based upon System Analysis techniques . . ." Uses several performance measures to trace development of 25 experienced teachers and other "educational professions," and a number of military and industrial training professionals who attempt in practice to "integrate substantive content with effective . . . strategies of instruction."

• EDLING, JACK V.

Median and Innovation Institute for College Teachers

Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oreg. 97361; U.S. Office of Education; August 1967—June 1968.

A project to develop an institute to inform faculty representatives and executives of each of the institutions in southern Washington and Oregon (75) of current developments related to the improvement of instruction. Three television programs and much auxiliary material are being developed toward the improvement of instructional systems in higher education.

• EDLING, JACK V.

National Special Media Institute in the Behavioral Sciences

Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oreg 97361; U.S. Office of Education; November 1967—June 1968.

A project to develop a manual to provide 25 directors of media institutes with knowledge from the behavioral sciences that may be useful in designing more efficient instructional systems in higher education.

• FINK, ABEL K.

Video Tape as an Adjunct to Sensitivity Training

State University College, 1300 Elmwood Avenue, Buffalo, N.Y,; Institutional; August 1967—December 1970.

A project to explore and evaluate the use of video tape as an aspect of the sensitivity experience, to study the sensitivity training process via the capture on video tape of critical incidents in group interaction. Uses accumulated video tapes as the basis for the production of educational materials. This project represents an effort to capture on video tape an actual sensitivity training experience, an effort to enhance our understanding of the use of television as a training adjunct, and an opportunity to accumulate taped sequences of group behavior having both teaching and research application.

• GILBERT, JAMES E., AND ALVIN KENT

Auto-Instruction in a Stenotype Teaching System

Office of Educational Resources, Northeastern University, Boston, Mass. 02115; U.S. Office of Naval Research; June 1966—June 1968.

An exploratory development using 40 subjects and the stenograph, an electronic teaching machine, in administering a course in stenotype theory through "auto-instructional facilities . . . intended to reduce present conventional training time, improve accuracy . . ., develop stenotyping speed to a prescribed level and establish a . . . vocabulary of high frequency abbreviations . . ."

• HAMBLEN, JOHN W.

Inventory of Computers, Their Applications and Instructional Programs in United States Higher Education

Southern Regional Education Board, 130 6th Street, N.W., Atlanta, Ga. 30313; National Science Foundation & Southern Regional Education Board; March 1967—December 1968.

Inventory via questionnaire of "all post-secondary institutions—(approximately 2400)" to establish data file on computers, their utilization, and computer science degree programs in United States higher education.

• HANSEN, DUNCAN, AND GUENTER SCHWARTZ

Investigation of Computer-Based Science Testing

Florida State University, Tallahassee, Fla. 32306; College Entrance Examination Board; October 1968—August 1969.

"Computer based tests of achievement in undergraduate physics and chemistry will be derived from strings of test items, stratified at varying difficulty levels, that reflect a presumed hierarchical structure of the subject matter. The study will investigate the usefulness of such a test in a computer-based administration where students would be sequentially questioned in a fashion similar to a structured interview."

• HANSEN, DUNCAN N., DICK, W., LIPPERT, H. T., AND R. R. LEE

Collegiate Instruction of Physics via Computer-Assisted Instruction

Computer-Assisted Instruction Center, Florida State University, Tallahassee, Fla. 32306; U.S. Office of Education; October 1966—August 1968.

A project to "prepare and perfect a Computer-Assisted Instruction course in introductory collegiate physics and then compare it with the conventional lecture presentation of the course. The comparison will furnish information about 1) the learning effectiveness of the two modes of instruction; 2) specific learning difficulties in physics experienced by college students; 3) students' reactions to the two modes of presentation; 4) relative costs and procedural requirements of the two modes of instruction; and 5) the relationships between variables of learning and attitude in Computer-Assisted Instruction and other psychological variables manifested in aptitude and personality patterns . . ."

• HOEVELL, CLARENCE M.

Experiment in Computer Assisted Instruction with a Multi-Campus Network

Research Institute in Learning and Instruction, State University of New York, Albany, N.Y.; International Business Machines; September 1968—1970.

A project testing computer-assisted instruction course materials and their adaptability to a multicampus network by telephone lines linking 10 campuses (seven State University of New York campuses and three from the New York City university system), this joint research endeavor introduces and develops the new instructional technology, operates the multicampus network, evaluates the material used, and evaluates the economic factors of preparing and adapting materials for this use.

• INFORONICS, INC. (see Nelson-Jones, Richard)

Computer-Based New England Regional Library Technical Processing Center

New England Board of Higher Education, 20 Walnut Street, Wellesley, Mass. 02181; Council on Library Resources; 1967—.

Having surveyed each of six New England state university libraries to document the details of their respective processing requirements, four tasks have been identified for the development of a regional center for computer-based technical processing: 1) setting up procedures and programs to build a catalog data file (completed), 2) developing programs for searching the master file developed in task 1 (completed), 3) extending the search capability of the machine-form catalog to support technical processing activities in acquisitions, 4) pilot operation of the New England regional center. "It is hoped to extend participation in its services to colleges and university libraries within the New England region."

• JOYCE, BRUCE R.

Supervision of Student Teachers When Educational Media Are Employed (for critique)

Teachers College, Columbia University, New York, N.Y. 10027; U.S. Office of Education; 1967—.

A comparative analysis and assessment of change required in supervision of student teachers as they learn to use videotape, film, and sound recordings to analyze their own teaching skills. "Judgment reports by students, faculty, and cooperating schools will provide data on: 1) necessary amount of classroom visitation . . . in addition to the feedback supervision, 2) extent to which a supervising teacher can conduct a feedback session, 3) the amount of large groups instruction required before a teacher employs the system for himself, and 4) effectiveness of student teachers conducting feedback independent of faculty."

• KLEINE, LOUIS W.

Development and Testing of Mobile Instructional Facility for Courses in Engineering Technology

College of Engineering, New Mexico State University, University Park, N.M. 88070; U.S. Office of Education; Completion date—1968.

A developmental, comparative study "to assess the educational and economic feasibility of providing mobile laboratory facilities for classes in applied electricity at branch colleges of New Mexico State University, "1) by acquiring and equipping a mobile facility, 2) concurrently conducting training at two branch institutions, using mobile laboratory, and 3) comparing the learned skills of students who have used the mobile laboratory with skills of students who have used only the permanent laboratory at the state university.

• KOENIG, H. E., KEENEY, M. G., AND R. ZEMACH

Systems Approach to Higher Education (Final Phase)

College of Engineering, Michigan State University, East Lansing, Mich. 48823; National Science Foundation; October 1965—June 1968.

A project to develop a simulation model of institutions of higher education for resource allocation and automatic budgeting, which uses "machine addressable files (student records and student master files) and locally designed questionnaires to evaluate influence of financial aid on enrollments."

• KOSKI, ROBERT W.

Development of a Simulation Management Planning Model

University of Washington, Seattle, Wash. 98105; U.S. Office of Education, Esso Foundation & Institutional; October 1966—January 1968.

"Development of a simulation management planning model (based on the University of Washington) using high speed computers of large storage capacity, to express the relationships among students, staff, and space that are pertinent to the administrative decisions of a college or university, by which trends of the past and analysis of the present situation can be used to explore implications for the future."

• MARVIN, S. L. (Colonel)

Use of Computer Aids to Determine Patterns in Paranoid Language

Headquarters, U.S. Army Medical Research and Development Command, Behavioral Science Research Bureau, Washington, D.C.; U.S. Army; 1965—.

"Severely disturbed paranoid patients are routinely seen in individual psychotherapy at least four hours weekly in Chestnut Lodge Sanitarium. When this language is recorded, it will become the world's most concentrated and pure source of paranoid language. The problem can be studied here with the greatest efficiency. (1966 "progress-recording facilities are now complete and operative").

• MATHIS, B. CLAUDE

Evaluation of the College Suggestor, a Data Retrieval Device

Northwestern University, Evanston, Ill. 60201; U.S. Office of Education; May 1967—August 1968.

"The college suggestor is a manual system for a student to systematically match his abilities, interests, aspirations, and needs with a college at which these personal assets may be fulfilled. It consists of a manual, optical-coincidence, inverted, file-card sort system. The college suggestor classifies, for instant retrieval, information characterizing 1,931 junior colleges, colleges, universities. Three hundred sets of the prototype college suggestor will be placed in five Mid-Western high schools where their use will be evaluated in two different situations—student counseling and independent student browsing.

• McGINN, NOEL, DAVIS, RUSSELL G., AND RICHARD G. KING

Technology of Instruction in Mexican Universities

Center for Studies in Education, Harvard University, Cambridge, Mass. 02138; Ford Foundation & Education and World Affairs; 1966—1968.

A descriptive survey and analysis of the use of teaching aids in the universities of Mexico, by means of interview questionnaires with directors of 210 faculties and 417 professors (not all full-time).

• MERRILL, IRVING R., FARBER, SEYMOUR M., AND RUBY B. YARYAN

TV as Aid to Continuing Medical Education

Medical Center, University of California, Berkeley, Calif. 94720; Public Health Service—U.S. Department of Health, Education, and Welfare; 1965—1967.

A study of factors affecting what a physician learns and remembers from viewing a television presentation was conducted between May 1, 1965 and December 31, 1967. The first project measured the effects of effort and reinforcement on initial learning, enjoyment, and retention of learning by medical personnel. The second project measured the effectiveness of eight types of visual presentation at different stages of the learning process. The third project measured the effect of length and frequency of television presentations on the attendance and learning of general practitioners. The two laboratory experiments involved the programmed text and the motion picture film, and the field experiment involved the videotape recording.

• MILLER, ROBERT L., AND A. J. DUCANIS

A Machine Program to Give Administrators a Comprehensive Snapshot of a Campus

State University of New York, Binghamton, N.Y. 13901; Institutional; 1967—.

Development of a "machine program that can be used to give administrators a comprehensive snapshot of the campus, using basic university formulae and taking into account as many of such variables of enrollment, faculty lines, space, support, and library resources, as possible. It is a primitive simulator . . ."

• MITZEL, HAROLD

Development and Evaluation of Teleprocessed Computer-Assisted Instruction Courses in the Recognition of Malaria

College of Education, Pennsylvania State University, University Park, Pa. 16802; Office of Naval Research; May 1967—June 1968.

• MITZEL, H., AND G. BRANDON

Experimentation with Computer-Assisted Instruction in Technical Education

College of Education, Pennsylvania State University, University Park, Pa. 16802; U.S. Office of Education; July 1967—June 1968.

• MORTON, M. S., AND Z. S. ZANNETOS

Associative Learning Project

The Sloan School of Management, Massachusetts Institute of Technology, Cambridge, Mass.; 1968—1970.

A study of the "impact of technology on the learning process . . . to be focused initially on the role and potential of computer-based systems . . . that permit association between concepts on the basis of content, thus providing a potentially integrative and truly flexible tool." The present research will consist of experiments with associative learning schemes, including "visual display systems . . . with associative learning packages which will be ready for testing within the present academic year" (1968—1969). Hypotheses to be tested include: 1) the student learns faster if material is presented in a logical fashion; 2) knowledge obtained is more productive if presented in a context which suggests association with other material or fields; 3) the learning process is more efficient if the system allows both programmed instruction and flexible search; 4) learning is mainly an associative process; 5) computerized systems are more efficient than competitive systems.

• NANCE, RICHARD E. (Dissertation)

Strategic Simulation of a Library/User/Finder System

Purdue University, Lafayette, Ind. 47907; Personal; 1967—1968.

A simulation on digital computer of a university library's "dynamic behavior rather than attempting to prescribe optimal behavior, as a nonprofit organization . . . rather than a profit-motivated organization" on which simulation has hitherto been used. Applies statement of library goals to three Purdue departmental libraries. Significant concept: the amount of "control" exercised by the servicers, exemplified by the maintenance of open or closed stacks, loan and return policies, enforcement, degree to which interaction with the users is utilized in prescribing library policy. (Mr. Nance's address is: Institute of Technology, Computer Sciences Center, Southern Methodist University, Dallas, Tex. 75222.)

• RIZZOLO, RALPH

Experimental Tape-Recordings for Teaching Sensitivity to Musical Intonation

U.S. Office of Education; June 26, 1967—May 31, 1968.

An experimental technique developed "to train student-conductors to handle intonation within the musical ensemble will be used . . . to discover what differences, if any, exists between two groups of music students in 1) their ability to improve their sensitivity to errors in intonation and 2) their ability to adjust errors of intonation in triads and chords within the performing ensemble. Two groups of 20 undergraduate music students will be randomly selected and pre- and post-tested. Intonation will be taught to the control group by the traditional method, and the experimental group will be taught by both the traditional method and the experimental method which is based upon the use of 18 prepared magnetic tapes and a set of nine test tapes including the pre- and post-test."

• SKAPSKE, GEORGE

Feasibility of Producing Synchronized Videotapes as Instructional Aids in the Study of Music

San Fernando Valley State College, Northridge, Calif. 18111; U.S. Office of Education; June 1967—February 1969.

"The major objective of this project is to ascertain the relative advantages of video tapes over other audio-visual media for the purpose of instruction in music. Pilot programs are to be recorded on separate video tapes of approximately 50 minutes duration, and will aim at the integration of sound with the corresponding visuals of performance, synchronized notation, and analytical graphs. The programs are designed as a series of educational aids or library materials in courses dealing primarily with music literature, performance, history, and form. The experimentation will be directed to produce video tapes permitting continuous or interrupted playbacks through television receivers attached to video tape recorders or by use of closed circuit systems."

• THORNTON, JAMES W., JR.

Higher Education Media Study

School of Education, San Jose State College, San Jose, Calif. 95114; National Education Association; Completion date—1968.

An updating of the 1963 National Education Association publication *New Media in Higher Education*, gathering data from "correspondence with 1500 colleges and universities and on-site visits to 60 . . . for new descriptions of innovative uses of new media of communication in instruction."

• VELDMAN, DONALD J., AND SHIRLEY MENAKER

Automated Assessment of Motivation for Teacher Certification

Research and Development Center in Teacher Education, University of Texas, Austin, Tex. 78712; U.S. Office of Education; Not yet underway.

"Students . . . entering the teacher education course sequence (juniors) will be interviewed by the computer (IBM 1401) through a typewriter console. The primary advantage of this approach to assessment lies in the ability of the machine to select the question sequence automatically according to the nature of replies to previous questions. Although the initial focus . . . will be upon motivation for entering the program," later efforts will expand into other kinds of assessment.

• VELDMAN, DONALD J.

Intensive Assessment Interviews by Computer

Research and Development Center in Teacher Education, University of Texas, Austin, Tex. 78712; 1967—1968.

"The common responses of a large sample of freshmen college students (to selected questions) were used . . . to conduct a (computer) program which presented subjects at a time-shared computer terminal with sentence completion stems, and then responded . . . to their replies with further questions . . . it might serve as a prototype of future programs which could conduct intensive assessment interviews."

• VICTOR, DORIS H.

Current Use of Computers in College Libraries

Nassau Community College, Stewart Avenue, Garden City, N.Y. 11530; Personal; September 1967—May 1968.

A descriptive survey of 41 college libraries in the United States which are using computers, by means of questionnaires and some interviews, "to determine the extent of actual . . . applications of such computer mechanization to acquisitions work in these libraries."

• WALTER, JOHN F. (Dissertation)

The Effect of Programmed Instruction on the Independent Study of Conventional (Mathematical) Material

School of Education, New York University, New York, N.Y. 10003; Institutional & Personal; September 1966—June 1968.

An experimental study of first year calculus students at Nassau Community College (131) by means of tests, student questionnaires and interviews with faculty members, "to determine the effect of the use of programmed material on the ability of students with an array of mathematics Scholastic Aptitude Test scores to learn selected topics in first year calculus and analytic geometry by independent study from a conventional mathematics text and to determine the attitudes of instructors and students to the use of programmed units as homework assignments.

• YALE UNIVERSITY

Study of Methods for Organizing and Searching Bibliographic Data in Computerized Catalogs of Large Libraries

Yale University, New Haven, Conn.; Old Dominion Fund; 1967—1969.

•1966—1967 RESEARCH

• ORR, DAVID

"Analyses and Evaluation of Present and Future Multi-Media Needs in Higher Education." *Research in Education,* August 1967(8), 15.

A study to develop criteria and procedures for the comparative evaluation of instructional media and their uses. Utilizes concepts of multimedia and media as parts of a learning system. A learning model would be constructed and viewed by educational technology specialists for its comprehensiveness. A verified model would be used to develop a framework for cost benefits analysis procedures. These procedures would be used to evaluate and compare the various learning systems developed. The results of the project should provide practical criteria for the educator-decision maker in his choice of instructional media.

• REID, J. CHRISTOPHER, AND DONALD W. MacLENNAN

Research in Instructional Television and Film. Washington, D.C.: U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, 1967.

An abstract of the experimental literature on instructional television and instructional film research since 1950. The report does not include historical or descriptive studies, reports of surveys, surveys of research, and other nonexperimental reports. The number and description of subjects, criterion instruments, reliability and validity data, and some statistics are included. The abstracts in this study fall into certain categories under which the trends are discussed, including comparisions of televised with direct or face to face instruction, comparisons of filmed or kinescoped courses with direct direction, and studies of attitudes related to instructional television. Over 300 abstracts constitute the main body of the report, and these represent a substantial sampling of the research on instructional films and instructional television in the period 1950 to 1964. The main purpose of the review is to point out the directions in which research of this nature has been going, the present status of such research, and some possible future directions.

• SHELL, WILLIAM

"The Differential Effect of Interim Testing in the Use of an Auto-instructional Program in an Area of General Science for Teachers." *Research in Education,* March 1967(3), 3–4.

Research to determine the differential effect of interim testing in the use of auto-instructional programs. An auto-instructional program on atomic structure and bonding was administered to some eighty undergraduate students of education. The experimental as well as the control group received a pretest, a post-test, and a retention test six weeks after the completion of the programmed instructions. The experimental groups received interim tests after approximately every 160 frames. Results of the Nelson-Denny reading test and the science section of the American College Test were also used to determine the reading and science achievement levels of both groups. An analysis of co-variance was used to determine: 1) the interaction of ability, and previous science background on achievement and retention, and 2) the main effects that frequency of testing has on the achievement and retention levels of high and low ability students.

• USLAND, DAVID

"Feasibility of Using an Experimental Laboratory for Identifying Classroom Multi-Media Problems and Requirements." *Research in Education,* October 1967(10), 13.

An investigation of various practical problems of the use of multi-media at the classroom level. A prototype experimental laboratory would be used to analyze problems and design alternate, innovative facilities for effective use of multi-media. Current problems in the classroom use of multi-media are to be identified by a conference of educators. Problems to be considered include: 1) effective and efficient use of learning media in education; 2) the principles of educational planning of primary concern to the architect, teacher, and administrator; 3) the facility and equipment needs for independent study, small-group study, medium-group study and large group study; and 4) the advantages, disadvantages and consequences of using an experimental laboratory to study multi-media problems

STUDENT PERSONNEL SERVICES—mainly studies on counseling programs and student attitude change

•CURRENT RESEARCH

• BAGBY, GERALDINE, AND JOHN W. SNYDER

Analysis of Counseling Needs Indicated by Gross Differentials in High School Rank, Scholastic Aptitude Test Scores

Indiana University, Bloomington, Ind.; Institutional; 1966—June 1968.

A comparative study examining the "total curricular success of four classes of students who have proceeded through North Central High in Indianapolis and through Indiana University . . . to seek to determine whether academic behavior in high school can be used to anticipate particular scores and problems with Scholastic Aptitude Test examinations, . . . to seek to determine whether or not changes in input both in high schools and college can effect changes in cognitive attitudes and thus success in higher education." Seeks ways by which information from aptitude tests can be used for counseling purposes.

• BARGER, BENJAMIN, AND EVERETTE HALL, JR.

Preventive Action in College Mental Health

University of Florida, Gainesville, Fla. 32601; National Institute of Mental Health; September 1965—August 1970

An exploratory field study of successive samples of entering students, using intitutional sources of data as well as interviews with 300 students per academic year plus up to 2,000 in summer anticipatory counseling programs, to study the transitional experiences and adaptative behavior of entering students. Study should: 1) help define sources of vulnerability, 2) guide the development of action programs for early intervention, and 3) provide counseling and guidance personnel in university and secondary schools "with realistic frames of reference regarding transitional experiences and coping behavior of students."

• CHRISTIE, ROBERTA

Relationships between Personality Characteristics and Counseling Attitudes

Education Department, Loyola University of Chicago, Chicago, Ill.; Institutional; 1963—1968.

A testing of 148 graduate students in counseling at Loyola University, using the Omnibus Personnel Inventory and Reeves Counseling Attitude Scales, "to ascertain any measurable personality characteristics that appear to be related to attitudes towards students in counseling and student personnel work situations," to discover guidelines for screening applicants for admission to programs in counseling and personnel work Testing hypothesis.

• CHRISTIE, ROBERTA, AND ROBERT BROWN

Changes in Attitudes toward Students by Student Personnel Workers

Education Department, Loyola University of Chicago, Chicago, Ill.; Institutional; 1967—1968.

An attempt to measure changes in attitudes of student personnel workers during participation in a summer National Defense Education Act Institute, given pre- and post-institute for self and given pre- and post- as for "ideal sophomore." Possible basis for evaluating effectiveness of such institutes.

• CUMMING, J. D.

University Health Services and Student Needs

University of Reading (Great Britain), Reading, Berkshire, England; Institutional; October 1965—1969.

A project designed to obtain information concerning the physical and mental health of freshmen (annually) prior to their arrival at the University. Information about social background and the family physicians' assessments of social adjustment is correlated with academic performance and emotional disturbances occurring during the undergradaute course. It is hoped that an analysis of results will lead to a better understanding of those students most likely to become academic casualties. The study depends on the establishment of close personal communication between the university medical officer and the family doctor of each student.

• GRANT, W. HAROLD

Behavioral Changes Influenced by Counselling and Environment

Department of Counselling and Personnel Services, Michigan State University, East Lansing, Mich. 48823; Institutional & Theta Xi Foundation.

An experimental field study using the Myers-Briggs Type Indicator with 100 subjects in Michigan State University residence halls and a Carnegie-Mellon university affiliated fraternity, to help determine whether existing university personnel and organizations, such as dormitories, fraternities, and housing co-ops, can be utilized to promote specific behavioral changes and student development.

• HEDLUND, DALVA E.

Counseling . . . Services in Two-Year Colleges, New York State

Education Department, Cornell University, Ithaca, N.Y. 14850; State of New York; February 1968—June 1968.

A descriptive field study of the functions of student personnel workers in 36 public two-year colleges in New York State, largely by means of questionnaires to 1,000 students, 600 faculty members, and 300 counselors. Aims to improve the student personnel services in the two-year colleges.

• IVEY, ALLEN E.

Micro-Teaching and Counselor Education

Counseling Center, Colorado State University, Fort Collins, Colo.; Kettering Foundation; January 1967—August 1969.

An exploratory attempt to develop "television programs to teach beginning counselors how to counsel," in which 150 university students have so far participated, toward the development of "new and programmed use of television for counselor and teacher training . . . in such way as to provide instant feedback in the classroom. . . . *may be a new model for counseling and therapy.*"

• LEMAY, MORRIS L.

Effects of Vocational, Supportive, and Directive Counseling on the Academic Recovery and Recidivist and Attrition Rates of Male College Students Referred for Disciplinary Offenses.

Office of Dean of Students, Oregon State University, Corvallis, Oreg. 97331; U.S. Office of Education; January 1968—.

Comparison through individual counseling of 220 to 250 Oregon State University male students "to investigate the feasibility of specialized individual counseling as a practical method for assisting male college students referred to student personnel administrators for official disciplinary action, and to discern what type or technique of counseling offers the best hope for rehabilitation.

• LEMAY, MORRIS L., DYER, ROBERT D., HAUN, FRANZ J., AND JANICE CRIST

Opinions of Parents, Students, Student Leaders and Faculty Concerning Student Personnel Functions and Services

Oregon State University, Corvallis, Oreg. 97331; Institutional; Fall 1967—February 1968.

An opinion survey with questionnaires from 996 parents, 966 students, 620 faculty, and 104 student leaders pertaining to: 1) type and nature of living regulations expected, 2) student academic freedom, 3) student conduct on the campus as well as off campus conduct, 4) student government and student participation in the university government, and 5) non-academic services provided or which should be provided.

• PAUK, WALTER, AND RUSSELL N. CASSEL

Study-Skills Inventory

University of Wisconsin, Milwaukee, Wis. 53211; Institutional; June 1966—June 1969.

This developmental project includes a comparative study of 150 students in each of four institutions (University of Liberia, Cornell University, University of Wisconsin, and Milwaukee Institute of Technology) in study skills, "to develop a study skills inventory for use with college freshmen for guidance and counseling purposes."

• RAND, LEONARD P., AND DONALD CAREW

Evaluation of Training Methods for Undergraduate Hall Staff

College of Education, Ohio University, Columbus, Ohio 43210; Institutional; September 1967—April 1968.

An experimental study, involving 96 students (four experimental groups, two control) in an undergraduate residence hall, to evaluate the effectiveness of resident assistants in residence hall program in Ohio University, fall quarter, 1967–1968. The categories to be studied are: 1) effectiveness with individual residents, 2) effectiveness with groups of residents, 3) success as a staff member, 4) ability to learn how to be more effective while on the job, and 5) overall effectiveness as a residence assistant. A formal aim is "to evaluate the use of undergraduates as counselors and teachers of other undergraduates."

• RAYDER, NICHOLAS F., AND KAY E. WHITE

Impact of Selective Hours System on Residence Hall Students

Office of Evaluation Services, Michigan State University, East Lansing, Mich. 48823; Institutional; Winter 1968—Winter 1969.

A questionnaire survey of over 8,000 women students in residence halls at Michigan State University and over 8,000 male students in March 1968 (76% return from females, 62% from males): 1) "to assess the impact of the selective hours system for women on their educational patterns, social and peer relationships, and to examine parental reactions to this policy; 2) to examine and compare reactions made by male students . . ., 3) to . . . aid in making decisions about selective hours for freshman women." Students evaluate a policy instituted in fall 1967, giving 21-year-old co-eds (sophomore through senior) permission "to leave and return to their university residences at any hour." Questions examined include: Is selective hours policy affecting roommate relationships? Are students studying less? Are the later hours used significantly more for academic, cultural activity?

• SINNETT, E. ROBERT

A Rehabilitation Living Unit in a University Dormitory

Department of Mental Health, Kansas State University, Manhattan, Kans. 66502; Veterans Rehabilitation Association & Institutional; February 1966—June 1969.

An experimental study, using interviews and established instruments with 50 emotionally disturbed university students and a control group of 50 other students, to "evaluate effectiveness of experimental living unit as treatment approach. . . . May be implications for organizing other residential settings so as to promote more meaningful social experience.

• WALZ, GARRY R.

An Optimal Program of Student Personnel Services for Disadvantaged Students

School of Education, University of Michigan, Ann Arbor, Mich.; U.S. Office of Education; June 1968—July 1969.

Phase I of this research will search out and describe, by means of library and field investigations, exemplary student personnel services which aid students from disadvantaged backgrounds in their college activities. Phase II will construct a model for an "optimal program of student personnel services" for assisting students in various situations "from disadvantaged backgrounds." (Particular "disadvantages" not specified.)

•1966—1967 RESEARCH

• HILL, ARTHUR H., AND LAURABETH GRIENEEKS

"An Evaluation of Academic Counselling of Under- and Over-Achievers." *Journal of Counselling Psychology*, 1966, 13(3), 325-328.

A study using grade point average as the criterion to test the hypotheses that academic counselling is effective in improving the performance of under-achievers and maintaining the performance of over-achievers. Control subjects were matched so that the expected effect of regression would be statistically controlled. Both male and female under-achievers improved no more than matched under-achieving controls, but their improvement was significantly greater than the decrement in GPA of matched over-achieving controls. The results for over-achievers were mirror images, with significantly less decrement in GPA for counselees than the improvement for matched under-achieving controls. Further analysis showed that the greater gain for under-achievers could be attributed to a greater regression effect rather than to a beneficial effect of counseling.

SERVING CLIENTELE EXTERNAL TO THE INSTITUTION—usually in society or constituency. Includes studies on continuing education and the impact of higher education for industry.

•CURRENT RESEARCH

• BANOVETZ, JAMES M.

Urban Service Involvement of Illinois Institutions of Higher Education

Center for Research in Urban Government, Loyola University, Chicago, Ill.; Federal Title I; July 1967—December 1968.

A systematic attempt to collect pertinent data on community needs, and current community service programming, to disseminate this information to local government officials, and "to bring together officials from academic institutions and government agencies to explore jointly the possibility of better coordinating academic capabilities with local community needs." May provide guidelines on how federal funds available to support community service programming might be spent to greatest effect.

• BERENGARTEN, SIDNEY, AND GEORGE BRAGER

Experimental Field Placement (of students) in Community Organizations

School of Social Work, Columbia University, New York, N.Y.; Office of Juvenile Delinquency, & U.S. Department of Health, Education and Welfare; September 1967—August 1968.

A development and dissemination program, creating new curriculum through experiences from an experimental training program which places graduate social work students in areas of poverty and youth deviancy for training. "Two student units, each consisting of a field instructor and six graduate students, have been established in non-traditional, non-social work settings, the Congress of Racial Equality and Local 1199, Drug and Hospital Employees Union. Three on-going student units are also included in the analysis plan of the project, as well as the other community organization placements of the school." Project includes a comparative evaluation of the effectiveness of the experimental and nonexperimental placements, a study of the students and their backgrounds and orientations, and an annotated casebook on organizing low income youth and adults including a statement of major concepts.

• BJORKQUIST, D.

Effects of Field and Job Oriented Technical Retraining on Manpower Utilization of the Unemployed

College of Education, Pennsylvania State University, University Park, Pa.; U.S. Office of Education—Bureau of Research; February 1964—June 1968.

• BLASINGAME, RALPH

New Bases for Library and Information Services in Metropolitan Areas

Rutgers University, New Brunswick, N.J.; U.S. Office of Education; June 1967—May 1969.

A project to develop means for discovering where people get information about important matters (if they do), how accurate and useful that information is, what might impel them to seek information, and where they might seek it. To improve the effectiveness of libraries as educational agencies, and to suggest new ways in which libraries might provide service to the changing population of urban communities.

• BONNEN, J. T.

The Role of the University in Public Affairs

Michigan State University, P. O. Box 268, East Lansing, Mich.; The National Association of State Universities and Land Grant Colleges & Carnegie Corporation; April 1968—June 1970.

A widespread exploration of the public service-public affairs decision-making system of which the university (public and private) is a part and the role of the university in that system, as well as the relationship of public affairs among the other missions of the university. Phase I: Reconnaissance survey to define nature of problem and the major issues of university role in public affairs. Phase II: Mapping out the public affairs system through non-directive interviews with people in various roles in public affairs organizations and descriptions of those organizations and their activities (state legislative committee members, federal agencies, private organizations). Securing more detailed, complete information about university activities in public affairs. Study raises three general questions: What is the nature of the public affairs decision-making system of which the university is a part? The role of university in that system and relationship to other parts of system? The place of public affairs mission among the various emerging missions of the university? Processes of public affairs decision-making will be treated as a social system. Interesting questions raised: Should universities devise comprehensive programs of public involvement? How should the university defend itself against demands for involvement? What is the regional role of university regarding human problems, for example, delinquency, social welfare, urban blight . . .?

• BRISCO, BILL (Dissertation)

Continuing Education: A Study of University Professors and Industrial Personnel

Continuing Education Division, University of Missouri, Kansas City, Mo.; Personal; April 1966—March 1968.

A comparative study, using questionnaires with 283 university faculty members and 178 higher echelon industrial personnel, "to determine and compare opinions . . . about continuing education as a basis for establishing some guidelines for the amount of time and/or credit" which should be allowed to university faculty and staff members by the university for their own advanced education any one semester. (Does not indicate which group is normative.)

• BURLESON, N. DAVID

Development of Models for Teaching Population Awareness in Latin America

Graduate School of Education, Harvard University, Cambridge, Mass.; Fall 1967—Summer 1969.

A two-stage project beginning with 100 teachers in service and 100 secondary school students in Colombia "to determine what role the school in Latin America may have in diffusion of information about serious social problems (especially population control) confronting the region. [and] . . . research . . . with teachers-in-service, teachers-in-training and secondary students concerning their knowledge about population dynamics and their attitudes . . ." "The population problems of Colombia are such that there is an urgent concern in university circles that something be done to create greater population awareness at lower levels of the educational system." This research will appraise the feasibility of creating such greater public awareness via the secondary schools. Controls for rural versus urban, public versus private, large versus small school origins. Site of research: Faculty of Education, University of Valle in Cali, Colombia.

• BURRICHTER, ARTHUR WILLIAM (Dissertation)

School Personnel Attitudes Toward Continuing Education: An Experiment in Changing Attitudes

College of Education, University of Wyoming, Laramie, Wyo.; Wyoming State Department of Education; December 1967—May 1968.

An experimental and comparative study of all elementary teachers and administrators in two Wyoming counties (432 teachers, 23 principles) plus their counterparts in another state, to: 1) determine the attitudes of public school personnel toward continuing education and to determine if the concept of educatoin as a lifelong process is being included in the elementary school curriculum, 2) . . . experiment in changing adult teacher attitudes . . ." (Does not indicate actual nature of experiment.)

• CARPENTER, THOMAS E., III

The Institute of Pacific Relations and United States Foreign Policy

Department of Social Sciences, U.S. Military Academy, West Point, N.Y.; Institutional; 1965—1969.

Study of the Institute of Pacific Relations and its activities with respect to China during 1934–1950 "to consider: 1) whether the Institute of Pacific Relations intended to influence (U.S. foreign) policy, and 2) the ways that scholarly organizations can influence policy." The research is deriving data and information from "pertinent Congressional hearings (Tydings and McCarran hearings) and the published works of the Institute plus the Pacific Relations collection in Butler Library, Columbia University. . . ."

• CHASE, JOHN S. (Dissertation)

Contribution of Education to Economic Growth in the State of Michigan

Center for the Study of Higher Education, University of Michigan, Ann Arbor, Mich. 48104; Institutional; February 1968—June 1969.

A survey of 4,000 graduates of Michigan's public colleges and universities, by means of mailed questionnaires, "1) to utilize income differentials as the basis for determining the economic contribution to the state from varying levels of education, and 2) to analyze the migration patterns of the graduates of the state's colleges and universities as a basis for determining the effect of labor force migration on state economic growth."

• DOAK, CHARLES

The University and Urban Problems

Department of Higher Education, National Council of Churches of Christ, 475 Riverside Drive, New York, N.Y.; 1968—1970.

"The Commission will solicit fresh thinking . . . and seek to engage a cluster of different types of colleges and universities together with church bodies in experimentation in two or three selected metropolitan areas," on certain key areas: 1) influences of higher education institutions and society on one another, 2) university as an instrument of political and social change in city, 3) philosophy of public service, 4) ideological-sociological patterns that estrange academic institution from the ghetto, 5) role of churches in relations between university and urban culture. Chairman is John C. Bollens, Professor of Political Science, University of California, Los Angeles.

• DUNBAR, R. E.

Place of Liberal Arts Diploma Courses in Advanced Education and their Significance in Helping to Produce a Balanced Work Force

New South Wales Department of Technical Education, Farrer Place, Sydney, N.S.W. 2000, Australia; Commonwealth Advisory Committee on Advanced Education & Commonwealth Department of Education and Science; 1967—1969.

The main purpose of the project is to investigate occupational openings in New South Wales for persons who complete a vocational diploma course with a substantial liberal arts or general studies content, and to make recommendations concerning the nature and development of such courses.

• EBERLE, AUGUST (Sponsor), AND IRVAN J. KUMMERFELDT (Dissertation)

From News Bureau to University Communications

Department of Higher Education, Indiana University, Bloomington, Ind. 47401; Personal; 1967—1968.

An analysis of the evolution of university public relations functions in the U.S. from 1900 to 1968, with special focus on the last decade, 1) to establish criteria for judging whether functions should be included or excluded from the administrative area, 2) to devise an appropriate structure for administering public relations, 3) to derive a more descriptive title for the administrative area of public relations.

• EMBREE, AINSLIE T.

The University in the World Community

Department of Higher Education, National Council of Churches, 475 Riverside Drive, New York, N.Y.; 1968–1970.

"Will explore critical areas in higher education: philosophy of public service of higher education institutions in their international role, relations between institutions in America and other countries and reciprocal influences, and adequacy of curricular and extracurricular activities in U.S. institutions in regard to the world community. Commission chairman: John Scott Everton.

• GERVAIS, KENNETH R., FINLEY, JARVIS M., AND ALFRED SCHOENNAUER

A Comprehensive Training Program in Law Enforcement (Demonstration)

Portland State College, P. O. Box 751, Portland, Oreg 97207; U.S. Justice Department; 1966—June 1968.

A three-area program "designed to demonstrate the efficacy of using an urban college as a focal point for coordinated efforts dealing with numerous problems of law enforcement. A regional effort serving northern Oregon and southern Washington with cooperation of law enforcement agencies. Part 1: An undergraduate program for those wishing to become police officers, in which students complete 21 hours of police courses for a certificate in law enforcement while earning a B.S. degree emphasizing behavioral and social sciences. Part 2: Research projects by faculty concerning police management, community relations, etc., to establish nine short courses. Part 3: Offering of nine courses and three seminars on relationship of law and society, encouraging police officers to complete formal education.

• GILLIS, J. R.

Role of the German Universities, 1750–1850

Department of History, Princeton University, Princeton, N.J.; Institutional; 1968—.

A study of the "role of the universities in the formation of the German intellectual elites in the period 1750–1850," by means of survey of secondary and primary literary sources.

• GOWER, MRS. D. (Dissertation)

Universities and their Relations with External Bodies, with Special Reference to the Question of Academic Autonomy.

Chelsea College of Science and Technology, University of London, London, England; Personal; October 1964—1968.

"A historical and sociological examination of the financial and other relations between universities and other institutions," by means of questionnaires from department chairmen in science and technology departments in British universities, plus university records.

• HAMES, B. R.

Technical Information Service Requirements of Industries in the City of Hawthorn, Victoria

Swinburne College of Technology, John Street, Hawthorn, 3122, Victoria, Australia; Commonwealth of Australia; 1967—1969.

• KAPOOR, SUDARSHAN

A Model of University Extension Organization

Fresno State College, Fresno, Calif. 93726; Personal; 1966—April 1968.

A comparative study of 20 university extension divisions in the U. S., using questionnaires, to develop a model of a university extension organization. Has implications for adult higher education.

• MARSHALL, D. BRUCE

A Survey of French Cadre-Training Programs

Institute of International Studies, University of South Carolina, Columbia, S.C. 29208; Institutional; Summer 1968—Fall 1968.

• MATSUZAKA, HYOSABURO

Role of Education in Social and Economic Development of Emerging Nations, Especially Japanese Experience

East-West Center, Honolulu, Hawaii; September 1967—June 1968.

• MORK, GORDON (ET AL)

Teacher Education and National Development

College of Education and Office of International Programs, University of Minnesota, Minneapolis, Minn. 55455; Institutional; August 1967—1968—.

A pilot, comparative study, based on data and observations from U.N., World Bank, national ministries (planning, education and finance), and from visits to institutions in Afghanistan and Thailand—of relationship of teacher education to national development. Will: 1) assemble descriptive data, 2) establish first stages of longitudinal study, 3) investigate specific problems found in nations that rely heavily on education as instrument of development, and 4) explore feasibility of a conceptual framework for a more general study relating teacher education to development. Investigates (changing) conceptions of teaching, nature of teaching materials used, apprenticeship programs, and administrative-regulatory forces which determine content and procedure.

• MOSHER, FREDERICK

Education of Professionals for Public Service (Government)

Center for Research and Development in Higher Education, University of California, Berkeley, 1947 Center Street, Berkeley, Calif. 94720; U.S. Office of Education; March 1968.

A project to "investigate the role of colleges and universities in the preparation of leaders in government at the local, state, and national levels and develop recommendations both to collegiate institutions and to governmental organizations."

• NYHART, J. D.

Post-Professional Degree Education

The Sloan School of Management, Massachusetts Institute of Technology, Cambridge, Mass.; 1968—1969.

A study of the perceived need for continuing education by professional men and women whose formal education is a decade or more behind them—"the problem of keeping an engineer, a lawyer, or a manager current." This study would take a lateral rather than a vertical approach, and would attempt to cover a number of fields such as management, engineering, law, and medicine. Phase I would describe the present structure of education for the postprofessional degree level, including programs outside of the institutions of higher learning. Phase II would trace "how new technologies and skills are transferred to the professional in mid-career . . . a wider understanding would be sought of the relationship between such skills as are obtained in formal programs and the acquired body of experience that professionals ten years out have." Phase III would examine the "potential for using as a means of continuing education existing institutional systems that reach great numbers of professional people, such as professional associations, large corporations, unions, religious organizations, etc." Phase IV would address the question of changes in the timing and structure of formal education for post-professional people.

• PERSONS, EDGAR A., AND GORDON I. SWANSON

Economic Study of the Investment Effects of Education in Agriculture

College of Education, University of Minnesota, Minneapolis, Minn. 55455; U.S. Office of Education; January 1966—January 1968 (Pub. June 1968).

A comparative analysis of 3,518 complete farm business records gathered from files of area vocational-technical schools (1959–65), state department of education, and educational participants, 1) "to determine if there is an economic gain to adults who participate in management education, 2) to determine if returns to educational investment are subject to diminishing marginal return effect, 3) to calculate the ratio of the benefits of education to the costs incurred . . ." ". . . One of the first microeconomic studies with direct assessment gain . . . to educational input."

• SMITH, MAX (Sponsor), AND FREDERICK T. FINK (Dissertation)

Location of Community Colleges in Urban and Suburban Settings, and the Fulfillment of Community Needs

Community College Cooperation, Michigan State University, East Lansing, Mich. 48823; Personal; 1967—1968.

An investigation of the location of community colleges in urban and suburban settings and the relative effects of the location on the ability of the community college to fulfill community needs.

• STERN, JAMES, AND DAVID JOHNSON

Training Implications of Job Shifts from Blue-Collar to White-Collar Employment

Industrial Relations Research Center, University of Wisconsin, Madison, Wis.; U.S. Department of Labor; Completion date—1967.

A sample of employers in Milwaukee area and about 450 workers to determine from interviews the number of job shifts made from blue-collar to selected white-collar occupations. Analysis in the final report covers patterns of job shifts, skills which are transferable, *training or skill-acquisition processes used by successful shifters,* and the relationship of such shifts to personal, attitudinal, and behavioral characteristics.

• UNDERWOOD, KENNETH

The Church, The University and Social Policy

Wesleyan University, Middleton, Conn.; Danforth Foundation; November 1963—1968.

Questionnaire-surveys of students and 10,000 Protestant clergymen (including campus ministers) plus ten colloquia involving clergy, theologians, social scientists, psychologists, and university administrators ". . . to describe and evaluate the campus ministries at American institutions." Survey inquires particularly into the views, beliefs, and actions of campus ministers and the effects on their campus constituencies. A search for new patterns of ministry and service to the university and the larger society. (Mr. Underwood's address is: 409 Propsect Street, New Haven, Connecticut.)

• VAUGHAN, TONY

Rocky Mountain Special Education
Instructional Materials Center

Colorado State College, Greeley, Colo. 80631; U.S. Office of Education; June 1966—May 1969.

A project to develop special education instructional and research materials center for the purposes of serving the blind and visually handicapped as well as mentally retarded children but eventually all disability areas. "Center will have capacity to 1) field test and create materials, 2) offer credit and non-credit instruction in acquisition, design, and testing of materials and methods, 3) provide services to practitioners, and 4) stimulate development of similar centers . . ." In context of ongoing graduate training and research in special education.

• WARD, J. L.

Technical Information Services to Industry

Australian Council for Educational Research, Hawthorn E.2, Victoria; Commonwealth of Australia; 1967—1969.

• WILKERSON, DOXEY A.

The College Assistance Program: 1964–1966
(Description and Appraisal)

Ferkauf Graduate School, Yeshiva University, New York, N.Y. 10033; U.S. Office of Education; February 1967—November 1967.

An evaluative field study of College Assistance Program using responses from 49 college officials, 53 high school counselors and 1,197 Negro college students graduating from high school in 1964–1966, to inquire: 1) In what types of activities did College Assistance Program teams engage? 2) How effective were these activities in stimulating and helping disadvantaged students to enter college? 3) What guidelines are suggested by the College Assistance Program experience for further development towards the same aim?

• WOOD, RICHARD H.

*U.S. Universities: Their Role in AID-Financed Technical Assistance Overseas**

Education and World Affairs, 522 Fifth Avenue, New York, N.Y. 10036; Education and World Affairs; September 1966—1968.

* Published under this title by Education and World Affairs.

A study to describe and analyze "how the Agency for International Development and the University Administration (in the U.S.) relate effectively to the field operation for which the institution assumes responsibility," in joint efforts to extend technical assistance to other nations, which brings together "the major principles which have been (or should have been) learned from experience and organizes them in the form of a suggested procedure for planning University projects overseas." In addition to his own experience with overseas technical assistance projects in several countries, the principal researcher has relied on extensive interviews with other experienced individuals such as members of the Board of Trustees and staff of Education and World Affairs and on data from the programs of AID. The study is to "contribute to greater understanding and better performance not only in the specific context of AID-university contract relations, but on the broader front where U.S. educators and institutions attempt to share their own knowledge with other peoples while in the same process learning as much as we can from them." Includes some summary data on the sixteen years of AID contracts with U.S. universities and colleges; suggestions both to higher education institutions and to the government agency; five-page bibliography.

•1966—1967 RESEARCH

• FINNISTON, H. M.

"University Science and Industry." *Political Quarterly,* 1967, 38(1), 27–40.

A study to find ways in which there can be greater cooperation between universities and industry. Examines university attitudes to investment practices, the nature of science and technology degree courses, and the best methods of learning. The author makes many suggestions for bringing university and industrial practices into greater contact: 1) consumer councils of mixed university and industrial membership, 2) reduction of time spent but improving the content of first degree course, 3) extended use of Audio Visual Aids in university teaching, 4) deferment of postgraduate work until after a period in industry, 5) courses given in industry by universities for industry, 6) loaning academic staff to industry to engage in collaborative research programmes, and 7) director status in industry for academic staff.

• SHEPPARD, D.

Scientists and Engineers and Their Choice of Jobs.

Her Majestys Stationery Office (Department of Education and Science), 1966, 129 pp.

A study to examine the types of jobs chosen by science and technology graduates. Changes in jobs, the sources of information used for obtaining jobs, and the reasons for job preferences were also considered. In 1962, a postal questionnaire was issued to all male graduates of British universities with First or Second Class honours in science and technology in the years 1956–59 inclusive. Eighty-four percent of the 12,942 students responded. Interviews were made of 1,750 students in six selected occupations. The results showed that 52 percent of the respondents had registered for further study. Seventy percent of the remainder had succeeded in finding the right job. Although the type of degree affects the choice of job to a considerable degree, the class of degree is also very important; on changing his job, the graduate is likely to take another job within the same type of employment. Personal sources are utilized more and mass media less by those taking up their first job then by those who change to a new job later in their career. The trend was toward research rather than teaching among those who were not taking further full-time training. It would seem that social aspects as well as aspects which apply to jobs of all kinds (security, pay, and conditions) are not nearly as important as specific characteristics of the work itself.

OTHER STUDIES ON EDUCATIONAL FUNCTIONS

•CURRENT RESEARCH

• AMUNDSEN, RICHARD, AND STEWART SCHUSTER

Work Scheduling for the Physical Plant

Operations Analysis Division, Administrative Data Processing, University of Illinois, Urbana, Ill. 61820; Fall 1966—fall 1968.

A project to develop an algorithm to help schedule nonroutine work "involving multiple skill classes," to help reduce costs of idle time and overtime, and to give supervisors "more time to direct the actual work at the site."

• CHRISTIE, ROBERTA

Apparent Effects of a Year Abroad for Undergraduates

Education Department, Loyola University, Chicago, Ill.; Institutional; Not yet underway.

A comparative study, using the Stern Activities Index, of approximately 600 subjects, "to measure effects of a year of study abroad for undergraduates."

• GUTZWILLER, ROBERTA

Survey of Fringe Benefits for Employees of Selected Universities

University of Cincinnati, 105 Administration Building, Cincinnati, Ohio 45221; Institutional; November 1967—December 1967.

A project to survey other universities of comparable size and scope regarding fringe benefit policies to possibly assist her own university in modifying its own fringe benefit policies.

• MARTIN, WARREN BRYAN

The Character of Change: Some Institutional Models

Center for Research and Development in Higher Education, University of California, Berkeley, 1947 Center Street, Berkeley, Calif. 94720; U.S. Office of Education; 1968—1969.

A project to "establish a working relationship with certain institutions of higher education so that findings of the institutional distinctiveness research project (see other project by Martin and Short) can be tested in actual field situations through specific developmental programs." The cooperative developmental programs will be carried out with two colleges and two universities, two of which institutions have cluster college subunits. "In the other two, certain data on student participation in academic governance and the potential for shared leadership in effecting educational change will be used."

• MATTHEWS, JAMES W.

Residential Mobility and Relation to Adult Educational and Community Organization Activities

University of Alaska, College, Alaska 99735; Institutional; October 1968—October 1969.

A sampling of 400 out of 28,000 households in the city of Anchorage by structured interview "to identify influence of residential mobility, attitudes toward the community and other factors, on educational and organizational participation."

• MAYHEW, LEWIS B.

Probable Future of Innovation in Higher Education

Stanford University, Stanford, Calif. 94305; Completion date—1968.

Inferences from present developments in innovative higher education are used to plot progress into "mainstream of higher education by 1980." (Part 3 of three-part study.)

• MILES, DAVID

Experimental Study of Creative Problem Solving

Southern Illinois University, Carbondale, Ill. 62901; Institutional; June 1967--February 1968.

The initial phase of a continuing research program dealing with creative behavior, the objectives of which are to collect more information about creative behavior and to apply this information to the production of educational materials and procedures. The objective of this study was to develop a test of creative problem solving which could be used in the continuing research program.

Five test problems were selected according to several criteria for a test entitled the Creative Design Test. Reliability and validity data were collected and an experiment was conducted using the test. Two variations of two prior solution examination variables were studied: high and low variety of prior solution and low originality of prior solution.

Subsequent research will involve 1) further attempts to obtain validity for the three more reliable problems; 2) determination of the relationships between CDT and several other tests; and 3) multivariate experiments with variables which have been shown to have a powerful influence on creative problem solving.

• PHAY, JOHN E.

The "Fast" Semester Calendar

University of Mississippi, Institutional Research, University, Miss. 38677; Institutional; Completion date—1967.

A concise gathering and organization of data concerning the academic calendar that permits a full semester to become completed before Christmas holidays. Charts and discussion include viewpoints and data comparisons of 10 higher education institutions both small and large, public and private and includes the usage of Saturday classes.

• RALPH, DAVID C., McCROSKEY, J. E., AND J. E. BARRICK

Effects of Desensitization to Anxiety among Students

Department of Speech and Theatre, Michigan State University, East Lansing, Mich. 48823; Institutional; 1968.

An experiment with the desensitization of students: 1) before taking tests and 2) before making a speech, testing the hypothesis that anxiety level will be reduced both according to self-reports and according to physiological measures. Another hypothesis: "Introverted students and extroverted students will not differ in anxiety reduction. . . . Desensitization treatment consists of seven one-hour sessions for six experimental groups, which will include explanation of the process, the rationale behind it, and the playing of a relaxation tape."

• RAPAPORT, CHANAN

The Theater: Its Use for Spreading Social Values

National Institute for Research in the Behavioral Sciences, Bressler Center for Research in Education, Columbia St., Kiryat-Menachem, Jerusalem, Israel; Institutional; 1967—.

• SIEBERT, FRED S.

University Policy Statements on Instructional Recordings and Their Re-use

College of Communication Arts, Michigan State University, East Lansing, Mich. 48823; Institutional; 1967—.

A description of policy statements by several universities about the use and re-use of instructional recordings, visual and oral, produced by faculty members of these institutions. The author reports official positions with regard to: 1) ownership and copyright provisions, 2) faculty rights, 3) faculty compensation, and 4) administration and review of policies.

• SPURR, STEPHEN

Alternative Degree Structures

School of Graduate Studies, University of Michigan, Ann Arbor, Mich. 48104; Carnegie Commission on the Future of Higher Education; Completion date—January 1969.

"A consideration of possible alternative degree structures in the U.S. including a review of new developments in graduate degrees and a comparison with degree structures in certain other countries."

• **WOLF, WILLIAM C., JR.**

Study of the Effectiveness of Selected Educational Diffusion Vehicles

University of Massachusetts, Amherst, Mass. 01003; Institutional.

•1966—1967 RESEARCH

• **KOENIG, HERMAN E., *ET AL.***

A Systems Approach to Higher Education—A Comprehensive Report of Progress. Division of Engineering Research, National Science Foundation Project C–396, Interim Report No. 3, East Lansing, Mich. Michigan State University, 1966.

A description of a project to develop a dynamic systems model of a university. The model is stated mathematically and fully represents the flow of students and other resources needed to sustain the institution. Costs are considered as only one part of the total system. The investigators argued that the financial dimension of the institution is not independent of other variables. This study offers a cost analysis model which can be adapted to the particular needs of each institution.

Chapter VI

GOVERNANCE

FACULTY, STUDENT, ADMINISTRATIVE DIMENSIONS OF GOVERNANCE—including descriptive studies, evaluations of existing arrangements, and proposals for changes. Also, projects on academic senates and various institutional governance committees. Includes studies on federal, state, college interaction and the affects on governance.

•CURRENT RESEARCH

• ACETO, THOMAS D. (Dissertation)

Student Participation in Policy-Making and the Use of Direct Action at the Mid-west Committee on Institutional Cooperation Universities

School of Education, Syracuse University, Syracuse, N.Y. 13210; Institutional; February 1967—September 1967.

An interview survey of 11 Midwestern universities, involving six persons at each institution, with regard to student participation in the decision-making process in the institution: What are the present major perceptions by administrators and student leaders of this process? What, according to the students, should be the process? What techniques are favored for bringing about the changes desired? Interviews with two administrators, four student leaders (for example, student government president, chairman of Students for a Democratic Society). Comparisons of institutions made.

• AMSTUTZ, A. E.

Management of University Education

The Sloan School of Management, Massachusetts Institute of Technology, Cambridge, Mass. 02139; June 1967—1970.

Beginning with an analytical case study of the Sloan School itself, this project will expand its current model of the higher education management process to "encompass other programs and institutions, 1) to develop and validate a behavioral (process flow simulation) model of university education; 2) to obtain measures of faculty objectives, faculty and staff actions and student responses associated with the process; 3) to develop . . . and evaluate administrative procedures designed to communicate discrepancies between faculty objectives and measured results, and obtain concurrence between the desired and actual educational processes." The project will generate data on faculty objectives, student demographics, knowledge, skills, attitudes, and expectations, and student and faculty perceptions of change attributable to specific . . . courses.

• ANDES, JOHN O. (Dissertation)

Conceptualization of Compliance Systems within Universities

Institute for Higher Education, University of Florida, Gainesville, Fla.; Personal; April 1968—August 1968.

A theoretical exploration which describes crucial subsystems within universities and how they affect the compliance of participants, a typology of subsystems based on the power used and the compliance effected, and a holistic approach to the university with examination of integrative and disintegrative subsystems. Uses a series of models to describe the university as a living social system.

• BAILEY, DANIEL, AND PAUL JEDAMUS

University of Colorado Simulation (CUSIM)

University of Colorado, Boulder, Colo.; Institutional; March 1967—.

A simulation study using historical material of University of Colorado "to simulate short and long run operation of the university, to develop predictions of relevant variables."

• BROWN, W. SHELBURNE (Dissertation)

Comparative Study of Campus Environment as Perceived by Groups Affecting a Church Related Liberal Arts College

Department of Higher Education, University of Southern California, University Park, Los Angeles, Calif.; Institutional; January 1968—August 1968.

A comparative study using *College and University Environment Scales* with approximately 900 persons in the constituency of Pasadena College—random sample of the four undergraduate classes, faculty members, board members, alumni, and church constituents. "Should have significance in public relations, fund raising, student admissions and campus environment . . . for any church related liberal arts college."

• CHAMBERS, M. M.

The Developing Law of the Student and His College

Indiana University, Bloomington, Ind.; Completion date—1969.

"The first full scale book on the Law of the College Student in the United States, based largely on relevant decisions of courts of the 50 states and the federal jurisdiction, with emphasis on recent and current developments."

• CHAMBERS, M. M.

The Colleges and the Courts, 1967–70

Indiana University, Bloomington, Ind.; Institutional; Completion date—1970.

A study that aims to "digest, organize, classify, and report court decisions affecting higher education in the 50 states and in the Federal jurisdiction, revealing trends and disclosing future probabilities." A historical case study, using reports of court decisions in 50 states and federal jurisdiction gathered by interview and library research. "Eighth Volume in a series which began in 1936. Expected completion, 1970."

• CRANE, ROBERT M.

Student Governance and the Issue of Student Freedom

University of Illinois at Chicago Circle, Chicago, Ill. 60680; Completion date—1968.

As a chapter to be published in a forthcoming book edited by Louis Vaccaro (University of Portland), this study is a brief historic review of student status and participation in universities, beginning with the rise of the European university but concentrating on American developments, especially the period following the Civil War in American higher education.

• EDWARDS, REGINALD

Recent Developments in Higher Education in Canada

McGill University, Montreal 2, Quebec, Canada; Completion date—1967.

Historical review presented to the Comparative Education Society in Europe (Ghent, 1967) Surveying Economic and Governance questions in the early and contemporary development of Canadian higher education. Comparative population and enrollment data in appendix.

• ENGBRETSON, W. E. (Sponsor), AND R. THEODORE HOLLAND (Dissertation)

A History of the College of Arts and Sciences, Denver University

School of Education, University of Denver, Denver, Colo. 80210; Personal; 1967—1968.

• FARRIS, GEORGE F., AND JOHN M. THOMAS

Management of Unprogrammed Decision-Making and Community Relations

The Sloan School of Management, Massachusetts Institute of Technology, Cambridge, Mass.; 1968—1969.

Comparative case studies of the decisions and the decision-making processes in a sample of over 300 campuses visited in 1967–68 by recruiters from the defense industry companies, as "an example of . . . largely unprogrammed decisions . . ." made in several institutions on comparable issues. "Through empirical research it is proposed to determine ways in which universities can structure themselves to: 1) cope with unprogrammed problems and 2) relate effectively to their surrounding communities." Data gathering is primarily by means of interviews of "key decision makers at a small sample (three to five) of each type of university"—those that handle the situation with relative effectiveness or ineffectiveness. Same campuses will be revisited for interviews after the 1968–1969 visits by the defense industry recruiters.

• HOBBS, WALTER

The University Committee

Office of Institutional Research, State University of New York, Buffalo, N.Y. 14214; Institutional; May 1966—May 1968.

Using administrative data and data collected by means of structured (telephone) interviews with committee chairmen (not including departmental committees) at State University of New York at Buffalo, academic year 1965–66, this exploratory study is an effort to identify relationships among the organizational characteristics of university committees, and on the basis of those findings to develop an analysis of the organizational role(s) which such committees play. Includes 326 committees.

• HUGHES, EVERETT C.

The Student Condition

Brandeis University, Waltham, Mass. 02154; Carnegie Corporation; 1964—1968.

An analysis of documents on law cases on dismissal and disciplining of students and the statements of rights and authority in a sample of 100 college catalogs "... to study the rights of students and of institutions in relation to one another" in perhaps the first comparative study and general statement of the student's status and his legal relationship to the institution.

• KEARNEY, GEORGE

Survey of Lay Governance in Catholic Colleges and Universities

University of San Francisco, San Francisco, Calif. 94117; Institutional; Fall 1967—Spring 1968.

Comparative analysis of the by-laws, organization (including checks and balances), and the basic philosophies of Catholic colleges and universities which have adopted clerical-lay governance and administration. The evaluation by board members about the success and/or shortcomings of the administrative changes.

• KEETON, MORRIS, DENNIS, L., HODGKINSON, HAROLD, AND STANLEY PLUMER

Campus Governance Program

Antioch College, Yellow Springs, Ohio 45387; Kettering Foundation; June 1966—June 1969.

A comparative study (exploratory) of 17 campuses using questionnaires from approximately 1,500 students and 1,500 others (including faculty and administrators), and from 3,173 trustees of 217 colleges, as well as interviews, "1) to develop an account of critical questions to be resolved on a well-governed campus, 2) to clarify the problems of governance implicit in the attempt to provide a staggering number and variety of students with the highly individualized services of a fitting higher education, 3) to study the bearing of effective communications on improvement of campus governance, 4) to explore fitting patterns of participation and autonomy for students and faculty in campus governance, 5) to explore problems of purpose and morale as they affect campus governance." "Based on the idea that governance is as much informal as formal ..."

• LADD, DWIGHT

Institutional Reviews of Educational Policy and Their Effects

The Whittemore School of Business and Economics, University of New Hampshire, Durham, N.H. 03824; Carnegie Commission on the Future of Higher Education; Completion date—Fall 1969.

An examination of studies undertaken by colleges and universities of the educational policy of the institution and an evaluation of policy changes growing out of such reviews.

• LIBASSI, F. PETER

Federal Survey of Campus Racial Discrimination Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.; Office for Civil Rights of the Department of Health, Education, and Welfare; 1967—1969.

"Armed with statistics from a government survey, federal officials will visit 25 colleges throughout the country ... to gather evidence of possible racial discrimination. ... aimed at enforcing Title VI of the Civil Rights Act of 1964 ... The government survey consists of a questionnaire to all but a handful of colleges and universities on the racial composition of their student bodies, and on whether their activities and facilities are free of discrimination. ... Officials of the Office for Civil Rights of the Department ... will go to institutions whose answers to the questionnaire suggested the existence of discrimination against Negroes and other nonwhites. Most of the visits will be to private institutions. The efforts will be broadened next year to include more campuses and some public institutions. ... About half of the questionnaires were returned without a racial breakdown," that is, according to race. The questionnaires will be issued annually. In campus visits, officials will not become involved with faculty segregation, fraternities, or off-campus housing. Extensive listing of higher education institutions in all states with breakdowns of student enrollments "white, Negro and other."

• MARTIN, WARREN BRYAN, AND EDYTH SHORT

Institutional Distinctiveness and Student Development

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; July 1966—1969.

An exploratory study comparing 10,000 students, 586 faculty, 85 administrators in 15 colleges and universities by means of questionnaires, interviews, and documents "to determine 1) those features or characteristics in the program of an institution of higher learning that, according to the participants there, give that program distinctiveness or character or vitality, and 2) the meaning of that distinctiveness for the various populations within the institution and its transfer value for other colleges and universities. ... May help to determine the role of assumptions, values, and goals in the policy formulation and programs of American colleges and universities ..."

• MAYHEW, LEWIS B.

New Structures of Governance in Liberal Arts Colleges

Stanford University, Stanford, Calif. 94305; 1967—.

"Field exercises" in helping a group (six or seven) liberal arts colleges create a new structure of governance "which will bring into proper juxtaposition the forces and energies of faculty and administration."

• MOEHLMAN, ARTHUR H., GOETZMANN, W., LEWIS, A., AND D. VAN TASSEL

A Guide to American Educational History

Center for History of Education, University of Texas, Austin, Tex. 78712; Institutional, 1967—.

• MOEHLMAN, ARTHUR H., GOETZMANN, W., LEWIS, A., AND D. VAN TASSEL

The Role of the State in a History of Texas Education, Social-Cultural Aspects 1918–1968

Center for History of Education, University of Texas, Austin, Tex. 78712; Institutional; 1967—.

• PALMER, EVERETT W., AND WILLIAM H. LIKINS

Influences on Decisions of Theological Students

Board of Education, The Methodist Church, Nashville, Tenn.; Board of Education, The Methodist Church; 1968—.

A nationwide questionnaire survey of students presently in theological schools to determine socioeconomic background, age, and influences on decision "to prepare for the ordained ministry," specific occupational plans, role of campus ministry in choices. Assumes that theological students are preparing for ordained ministry.

• RAPAPORT, ROGER

Report on Student Power

Carnegie Commission on the Future of Higher Education, 1947 Center Street, Berkeley, Calif.; Carnegie Commission; Completion date—March 31, 1969.

A study "including an analysis of the nature of the origins and impact of student power on American colleges and universities and a section, for comparative purposes, on student power in foreign universities and colleges."

• SMITH, ALLAN H.

Feasibility of Instituting a Senate-Like Organization at Washington State University

Department of Anthropology, Washington State University, Pullman, Wash. 99163; Institutional; Completion date—Spring 1968.

A feasibility study for a senate-like organization at Washington State University, with collected "comparative data on about 110 institutions with enrollments of over 7,000 students" plus information and opinions collected from Washington State University faculty members, by interview and otherwise.

• THOMAS, NORMAN C.

Education in National Politics

Department of Political Science, University of Michigan, Ann Arbor, Mich. 48104; Relm Foundation & Personal; 1967—June 1969.

Descriptive historical study, using interviews and public documents, "to examine and test certain theories regarding the nature of policy-making behavior by relevant congressional committees, units of the executive branch, professional associations and other interested groups, and members of the affected (in this case, education) community." The interviews are with approximately 75 "key participants in the educational policy system," and use open-ended questions regarding: 1) respondents role perceptions, 2) perceptions of the policy-making process, and 3) attitudes toward the . . . governments role in education.

• TROYER, M. E. (Sponsor), AND RONALD L. GAUDREAU (Dissertation)

Climate for Institutional Decision-Making

School of Education, Syracuse University, Syracuse, N.Y.; Metropolitan Fund for Higher Education, New York; 1967—1968.

Roles of trustees, administration, faculty and students in university policy and decision making.

• TROYER, MAURICE

Bias Reduction and Decision as a Function of University Organization and Administration

School of Education, Syracuse University, Syracuse, N.Y.; Institutional; 1967—1968. (Unpublished report to AERA, June 1968.)

• TROYER, MAURICE (Sponsor), AND STEVEN H. LAZAR (Dissertation)

Role and Influence of Federal Government in American College and University Housing

School of Education, Syracuse University, Syracuse, N.Y.; Personal; October 1966—1967.

Descriptive historical study of government documents and professional publications "to trace the nature and conditions of indirect and direct financial aid from the U.S. Government to public and private colleges and universities for residence halls and educational functions related thereto," with part of purpose to "illuminate . . . the legislative strategy, the growth and conditions . . . accruing from government aid . . ."

• WHITE, L. S.

Analytical Models for Effective Resource Allocation in the University

The Sloan School of Management, Massachusetts Institute of Technology, Cambridge, Mass.; June 1968—1969.

An investigation of the potential contribution of formal analytical models in the analysis of: 1) "strategic planning problems, problems associated with the formulation of long-range, major plans and policies that determine or change the character or direction of the university, and 2) management control problems, that is, planning and control problems that arise in the context of carrying out defined objectives of the university." Phase I will describe the current uses made of system simulation models at a number of universities to aid in decision making. Phase II will experiment with models at MIT, "to develop models and concepts which will allow for the integration of long range resource planning tools with the short range budgeting process." Phase III will consist of an evaluation which "hopefully, will lead to further second-generation projects."

• WISE, W. MAX

The Politics of the College

Department of Higher Education, Teachers College, Columbia University, New York, N.Y. 10027; Institutional; 1968—.

Case studies of six colleges in an attempt to discern the internal politics and leadership of these institutions by means of observation, interview, documents, and "intuition."

•1966—1967 RESEARCH

• ASTIN, A. W.

"Research Findings on the Academic Administration Internship Program." *The Educational Record*, Spring 1966, 47(2), 173-184.

A report presenting and evaluating some of the major findings concerning the selection of the first group of American Council on Education Fellows who were identified for academic administration. This was the first phase of a five-year program beginning in 1964, which was designed to improve the quality of academic administration. Each of 1,097 member institutions was asked to nominate one person from the faculty or staff. This study attempts to describe some of the characteristics of the candidates nominated for the first year, and to identify some of the factors that influence the final selection. Compared with the typical faculty member, the typical candidate was more likely to possess a terminal degree and be trained in the field of education. Candidates selected as Fellows were more likely to be employed in universities than are those not selected. Nearly nine out of 10 of the winners held Ph.D.'s. The typical winner also had a high salary, more publications, and a higher undergraduate grade-point average than the typical nonwinner. These findings indicate that the judges place much weight on the "paper" qualifications of the candicates.

• BLACKWELL, THOMAS EDWARD

College and University Administration. New York: Center for Applied Research in Education, 1966.

A survey of the major problems and issues involved in the administration of higher institutions of learning. Emphasizes the need for carefully planned programs for training college administrators. Analyzes the difference between problems posed by tax-supported institutions and private institutions and offers a treatment of both types of institutions.

• BOLAND, WALTER REED

"American Institutions of Higher Education." *Dissertation Abstracts A*, 27(7), 2201. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study of the relationship between size and the degree of organizational elaboration. In all publicly supported, four-year degree granting colleges and universities as well as a few privately supported institutions of higher learning in the United States, using questionnaires. Of these, 115 public and 15 private institutions returned completed questionnaires. Three facets of organizational specialization which were examined were organizational complexity, administrative specialization, and centralization. The results supported the general hypothesis that organizational size and organizational elaboration or specialization are monotonically related, that is as size increases organizational elaboration also increases. Intruding factors were not found to have any pronounced effect on this relationship, and the relationship holds no matter what facet of specialization is being considered. It was concluded that the equilibrium model of a relatively stable relationship between size and organizational elaboration provides an adequate description of most of the colleges and universities investigated; that colleges and universities of similar size tended to be similar in organizational specialization; and that size, organizational specialization and amount of environment substance were shown to vary together, thus providing support for the ecological notion of the interdependence of population, organization, and environment.

• HAGSTROM, DAVID ALAN

"College Image and Organizational Character: Differentiated Perceptions of Various Groups in a Junior College." *Dissertation Abstracts A*, 27(7), 2026–27. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study describing the college image and organizational character of a particular junior college, organizational character being defined as the derived treatment of pooled perceptions of various publics. The College and University Environmental Scales and two questionnaires designed to record the various perceptions of college image were selected and administered to 610 participants comprised of faculty members, college students, alumni, residents of the local community, high school counselors, and high school seniors. The study found that although there were differences in the ways various groups perceived the college environment, it was clear that all the reporters were describing the same place. New students were unable to anticipate the college environment. A singular public image of the college did not exist. The students described the college as a place where the individual was important and where he received much individual attention. Many students, faculty members and alumni perceived of the college as having a special quality that distinguished it from other institutions. Most of them singled out individual concern as the special quality. However, the junior college was not considered different from other colleges, and its students were not considered different from those at other colleges and universities.

• MEDSKER, LELAND, AND ANN HEISS

Report of Academic Administrative Program, September 1966–March 1967. Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, 1967.

An account of a program of study arranged for four Mexican university academic administrators at the Center for Research and Development in Higher Education, University of California, Berkeley. Terms of contract were with the Ford Foundation. The program was devised to provide the Mexican administrators with an opportunity for advanced study in the theory and practice of academic administration and organization in higher education in the United States. The Center organized a six-month program of course work, seminars, conferences, and observations at Berkeley, as well as fieldtrips to various other institutions in California.

• SELDEN, W. K.

"Some Observations on the Governance of the American University." *Teachers College Record*, 1967. 68(4), 277–288.

A study considering the American University and the impact of various interest groups upon its governance. The three aspects of university governance which are considered are: 1) the total operations of the university; 2) the responsibilities for these operations on the part of faculties, administrations and students; and 3) the changing concept of the university as a social and political institution. Three social factors are seen to affect this governance: student group coalescence, checks and balances, and conception of the university and its place in society. It is difficult to develop ethical conduct and standards of behavior toward the university unless there is a clear conception and real definition of such an institution. Student groups and coalescence is becoming more and more a political factor in university governance. New checks and balances are created from time to time to cope with the increasing social and political significance of the university, although such checks and balances may well threaten its autonomy in the future. Concludes that to the three basic functions of the university—teaching, research, and public service—should be added the moral development of the student.

Chapter VII

GRADUATE AND PROFESSIONAL EDUCATION

STUDENTS—their personal characteristics plus performance criteria, and records.

•CURRENT RESEARCH

• ANDERSON, D. S.

Professional Socialization of Students in Engineering, Law, Medicine and Teaching

Education Research Unit, Research School of Social Sciences, Australian National University, Canberra, A.C.T. 2600, Australia; 1967—1971.

• APT, MADELINE H.

Teacher-Trainee Attitudes Toward Inner-City School Populations

Division of Education, Wright State University, Colonel Glenn Highway, Dayton, Ohio 45431; Institutional; 1968—.

A study to determine "whether or not attitudes of practicing and student teachers, as measured by the California Psychological Inventory, undergo changes after having participated in an inner-city workshop."

• BROWN, E. RICHARD, AND MARTIN A. TROW

Professional Orientations of Graduate Students and Membership in the Graduate Students Union at the University of California

Survey Research Center, University of California, Berkeley, Calif. 94720; Institutional & U.S. Office of Education; October 1, 1967—December 31, 1968.

This study is intended to explore the relationship between professional, academic, and political orientations, on the one hand, and membership in the Union of University Employed Graduate Students, on the other. The primary source of data is a survey of 371 graduate students in five "high union" departments on the Berkeley campus. Expect students who may be typed "radical professionals" (or "missionaries" in Wilensky's terms) and those who identify more with students than with faculty members to be more likely to join the Union. Graduate student trade-unionism may be an increasing phenomenon in the next few years. This union, the first of its kind, is of particular relevance to that trend. The study will also, and perhaps primarily, shed light on some of the sources of graduate student radicalism—a kind of political orientation that may well be continued into academic positions in colleges and universities.

• CREAGER, JOAN

Study of Engineering Doctorate Recipients

Office of Scientific Personnel, National Academy of Engineering, Washington, D.C.; National Research Council; 1967—1969.

• DAVIS, L.

Students Who Withdraw from Professional Courses

Education Research Unit, Research School of Social Sciences, Australian National University, Canberra, A.C.T. 2600; 1968—1969.

• GERTZ, BORIS

Sensitivity Training in a Graduate Program in Education

Graduate School of Education, Lesley College, Cambridge, Mass.; Institutional; 1968—.

A project to assess a course (required) in sensitivity training in a nonresidential graduate program in elementary education, intended to "improve the student's abilities to participate, observe, analyze, and understand behavior in interpersonal situations." Assessment involves self- and group ratings via a Group Perception Questionnaire, designed to evaluate peer-group exchange of feedback, administered midway through the T-group experience, and at the conclusion. "Participants repeat Self- and Peer-group ratings on criterion dimensions as part of their final grades." Initial results indicate that students improve their skills as participant observers and become more effective in the use of process observations. When trainer ratings are used as a criterion measure, students evaluate critical dimensions of T-Group objectives in the same manner as trainers.

• HUTTON, JACK G., JR.

Aptitude, Achievement and Attitudinal Variables in Dental Education

College of Dentistry, University of Kentucky, Lexington, Ky. 40506; U.S. Public Health Service; June 1966—March 1968.

An exploratory field study of all current dental students in 49 U.S. dental schools plus their graduates from 1963 by means of attitude scale, personal data, and dental aptitude tests, "to provide a quantitative assessment of the attitudes of American dental students toward their education and toward the dental profession, and to relate these measures to standardized dental aptitude and achievement test data. This is the first of a series of studies designed to provide dental educators with increased knowledge and understanding of the students with whom they work."

• HUTTON, JACK G., JR.

Dental Student Recruitment—An Experimental Study

College of Dentistry, University of Kentucky, Lexington, Ky. 40506; U.S. Public Health Service; 1967—.

• LOFTUS, GREGG

Projects on Responsibility

Office of Research and Development, College of Medicine, Michigan State University, East Lansing, Mich. 48823; Institutional; 1967—1968.

A socio-psychological study using interviews with medical students to identify the components of responsibility as that term is commonly used, having defined "responsibility" the researcher may then proceed to suggest ways by which a medical school can modify and promote various components of it in professional students. Interim report in November 1968.

• MARSLAND, D.

Identification of the Student with the Teacher-Role: A Study of Socialization in the Teacher Training College

School of Social Sciences, Brunel University, Great Britain; Institutional.

Exploratory study of professional socialization, based on longitudinal measurement of student-teachers role-conceptions, comparison with role-conceptions of college staff and in-service teachers, and analysis of effects of various experiences on type and effectiveness of socialization. Analysis to date indicates major significance as mechanisms of socialization of 1) identification with role models, 2) extent, and 3) timing of crystallization of professional self-image, and suggests a typology of four types of socialization, each with different degree of effectiveness: a) anticipatory, b) professional, c) independent, and d) apprentice.

• MAYHEW, LEWIS B.

New Structures of Governance in Liberal Arts College

Stanford University, Stanford, Calif. 94305; 1967—.

"Field exercises" in helping a group (six or seven) liberal arts colleges create a new sturcture of governance "which will bring into proper juxtaposition the forces and energies of faculty and administration."

• MILLER, STEPHEN J., FREEMAN, H. E., HUGHES, E. C., PETERSON, O., AND C. S. DAVIDSON

Educational Experience of the Medical Intern

Brandeis University, Waltham, Mass. 02154; U.S. Office of Education; April 1964—April 1968.

A field study largely by participant observation of medical interns at Boston City Hospital for a two-year period, supplemented by interviews, questionnaires of pre-internship expectations, used with three cohorts of 16 each, . . . "to describe the educational experience of interns." Role, relationships, duration and types of experiences, hospital characteristics related to those experiences, level and direction of interns' efforts are included. Final report: *The Educational Experience of Interns,* Cooperative Research, Project No. 2596; to be published by Aldine Publishing Co., Chicago.

• MORISHIMA, J. K.

Married Student Housing

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; Institutional; February 1968—June 1968.

A survey of 7,000 married students at the University of Washington, with possible significance for large, urban, state-supported institutions with large graduate programs, to determine the kinds of housing married students reside in, what the university's involvement is, and what should be the university's involvement.

• PATTON, MICHAEL J.

Student and Situational Attributes, and Responses to First-Year Law School

Educational Testing Service, Princeton, N.J.; Law School Admission Test Council; Not yet underway.

An exploratory description of 400 students in four law schools, using several instruments "to assess the usefulness of certain measures of personality attributes and cognitive style and attitudes, in describing a population of first year law students and to study the relationship of these measures to academic performance." Will lead into a longer study investigating relationships of these variables to first-year performance and grades and later to procedures of the schools "designed to study the effect of such attributes and other antecedent conditions on task performance."

• SHULMAN, LEE

Inquiry Patterns of Students in Teacher Training College of Education, Michigan State University, East Lansing, Mich. 48823; U.S. Office of Education; September 1965—December 1967.

A description of various approaches by teacher education students toward solving problems of the types often encountered by teachers and administrators, and an analysis of correlative psychological characteristics as well as the effects of student teaching on problem-solving approaches. Phase I: 60 elementary education students given battery of psychological tests; observation of problem-solving by these students in experimental setting; identification of patterns, and relating of test scores to problem-solving approaches. Phase II: repetition with new sample.

• SUSLOW, SIDNEY, AND ELEANOR LANGLOIS

Five Decade Graduate Study

Office of Institutional Research, University of California, Berkeley, Calif. 94720; Institutional; 1960—1969.

A historical comparison of 8,000 Berkeley graduate students who entered in 1924, 1935, 1949, 1954, and 1960 by means of academic records "to provide a descriptive and analytical presentation of selected academic and demographic characteristics of the graduate population at Berkeley over a period of nearly five decades. Its focus is on comparative material, rather than on the presentation of a complete picture of the graduate student at any one point in time." A source document for assessing how much change has occurred in graduate education and where.

•1966—1967 RESEARCH

• KAGAN, DAVID

"Role Expectations of Doctoral Candidates and Their Faculty Sponsors." *Dissertation Abstracts A*, 27(4), 1628. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study examining the relationship between the doctoral candidate and his sponsor. A Doctoral Sponsor and Candidate Role Questionnaire was designed to measure the beliefs individuals hold about the preferred objectives and methods of the doctoral program and the kind of relationship that should exist between the candidate and his sponsor. At least three pertinent facts are revealed by the data collected. First, certain personality variables rather than academic ability, are very important in determining which candidates will complete the degree requirements. Second, professors communicate divergent expectations of sponsor and candidate roles to their students. Third, both professors and candidates may verbalize a set of preferred behaviors regarding individuals who occupy the positions of sponsor and candidate, but in practice, adhere to a quite different set of behaviors. From the data collected the conclusion is drawn that the dropout rate among doctoral candidates is unlikely to be reduced significantly by more rigorous admission standards, or by selecting students with desired personality traits. It is desirable, therefore, that there be a system of selection and guidance which takes into account the abilities, personality traits, and expectations of both faculty members and students and placing each student under a sponsor with whom he will be compatible.

• MARASCUILO, L. A., AND G. GILL

"Measurable Differences Between Successful and Unsuccessful Doctoral Students in Education." *California Journal of Educational Research*, 1967, 18(2), 65–70.

A study to discover what differences exist between the successful and unsuccessful doctoral students in education. Subjects were 106 successful and 64 unsuccessful doctoral candidates in education at the University of California, Berkeley. These students began their programs since 1954 and were expected to complete them by 1965. The undergraduate grade point average, scores on the Miller Analogy Test and various personal characteristics were used to measure differences between the two groups. Neither the scores on the Miller Analogy Test nor the undergraduate grade point average distinguished adequately between successful and unsuccessful students. The factors accounting for the difference between the two groups seems to be more a matter of dedication or commitment to academic work, length of time between BA and beginning of graduate work, and full-time status when beginning the doctorate.

• RENETZY, ALVIN

"All But the Dissertation: A Study of the Factors of Attrition in Graduate Education."

Dissertation Abstracts A, 27(8) 2451. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study focusing on the problem of attrition among ABD's, that is, those students who, upon completing all the requirements for the doctoral degree except the dissertation, do not subsequently complete the research and receive the degree. Intellectual ability, motivation, accomodation, attitudinal orientation, and nonacademic status were given great consideration. The sample consisted of an experimental group of one hundred ABD's and a control group of one hundred individuals who completed the dissertation and obtained the doctorate within the allotted three year period. Subsequently, a questionnaire was developed, an interview schedule was designed, and students were examined in an effort to determine whether there was any relationship between attrition and each of the five categories mentioned above. The findings revealed that ABD's exhibit significantly less ability to crystalize a dissertation topic early in the graduate school career and to stay with this topic once crystalized. ABD's are less motivated by an employment situation requiring the doctorate; they do not receive a great deal of family encouragement, and are dissatisfied with the graduate school experience. The findings led to the conclusions that the degree of accommodation achieved by the ABD's is significantly associated with attrition; the attitudinal orientation held by the ABD's is significantly associated with attrition; selected nonacademic statuses are significantly predictive of attrition ABD's.

• SOLKOFF, N., AND J. MARKOWITZ

"Personality Characteristics of First-Year Medical and Law Students." *Journal of Medical Education*, 1967, 42, 195–200.

An examination of ways in which medical and law students differ before they begin their professional training. The population consisted of 178 male freshmen medical students and 198 male freshmen law students from the 1964 and 1965 classes of a large Eastern American University. A battery of personality tests was administered on a group basis one week before the beginning of classes. The results indicate that medical students tend to be more sensitive, more prone to worry, and more idealistic, more socially perceptive, and responsive to interpersonal nuances. But the results of the Minnesota Multiphasic Personality Inventory suggested that the law students were more extroverted and sociable and more often "masculine" in orientation; they seemed less humanitarian, more cynical and more authoritarian than medical students. The conclusion is drawn that there are substantial differences between medical and law students before they begin their training, and that personality variables lead to selective entrance.

• WESTERN, J. S., AND D. S. ANDERSON
"Some Implications of Career Decisions." *Australian Journal of Higher Education*, 1966, 2(3), 207–218.

A study of motives for choosing a course of study and career and the time at which decisions are made. Questionnaires were distributed to all first-year students in law and engineering at the University of Melbourne. Eighty percent of the law students, numbering 203, responded, while 189 engineering students (99%) responded. The findings revealed three classes of students, those who make the subject matter the main determinant of their choice, those who consider secondary gain beyond training (security, prestige, etc.) the most important, and those whose decisions are guided by experiences of an intellectual or social character. While interests were more important to the engineering students, the law students looked more to gain. An interest in some aspect of the subject matter was the main reason for the decisions made by students at an early age, but students deciding later were inclined to give a personal motive for the decision. To the law students social and intellectual experiences seemed more important, although these did not appear to affect decision time to any great extent.

CURRICULUM—teaching and learning within departments or programs.

•CURRENT RESEARCH

• BALDWIN, LIONEL

Project Colorado SURGE

College of Engineering, Colorado State University, Fort Collins, Colo. 80521; National Science Foundation; September 1967—June 1968.

Graduate engineering students received resident credit through video-taped instruction at nine industrial classrooms within a 150 mile radius of campus. The videotapes were courier-delivered recordings of live campus classes made one day earlier. Subject areas included engineering, mathematics, meteorology and business. To offer a medium for a low capital investment and operating expense as well as schedule independence between campus and remote classrooms.

One hundred ninety-two on-campus students and 432 industrial students participated in the evaluation, providing: intellective data in terms of achievement and non-intellective data in terms of attitude scale scores and suggestions by participants.

BEARD, RUTH M.

Introductory Courses in London Medical Schools University Teaching Methods Research, Institute of Education, University of London, London, England; Leverhulme; December 1966—Spring 1969.

A descriptive study of the introductory courses in nine of London's 12 medical schools, by means of questionnaires from the staff and some students completing the course, to "find out which features in courses give rise to discontent or satisfaction in students." Aims to "relate common factors in introductory courses with student views, motivation, success in course and in subsequent clinical courses."

• BORTS, GEORGE

Graduate Program of Research and Education in Urban Economics

Graduate School, Brown University, Providence, R.I.; Resources of Future, Incorporated; 1967—1970.

Department of economics will develop a graduate program of research and education in urban economics (as also at New York University and Iowa State University).

• COLEMAN, M. C.

Curriculum Development in Dietetics

College of Home Economics, Michigan State University, East Lansing, Mich.; Allied Health Professions Education Improvement Program Grant; January 1968—January 1969.

Partially a descriptive project "to determine what currently encompasses the professional duties of the hospital dietician in Michigan" by means of a stratified random sample of personnel in 100 Michigan hospitals—physicians, head nurses, dieticians and hospital administrators. Second aim is to "determine what the professional duties of the hospital dietician should be in the future—10 years from now." Data will provide a partial guide to planning curriculum for a four-year, integrated, dietetics program at Michigan State University.

• DUNLOP, JOHN, AND ROBERT EBERT

Alternative Models of Medical Education

Harvard University, Cambridge, Mass. 02138; Carnegie Commission on the Future of Higher Education; Completion date—1970.

A study of the alternative models of medical education "with evaluation of foreign experience."

• HOOK, J. N.

Statewide Curriculum Study Center
(Secondary English Teachers Prep.)

University of Illinois, Urbana, Ill. 61801; U.S. Office of Education; August 1964—July 1969.

Development of plan and center for training secondary school English teachers, involving staff from 20 Illinois colleges and universities, and considering both graduate and undergraduate programs and also focusing attention on inservice training for employed teachers. Base line established from degree candidates of 1964–1965 for comparison with future degree candidates. Basic statement of competencies of an "ideal" program and variations. "Ad hoc committees will . . . guide each institution's share of the center." Measurements will include followup studies, case studies, experimental studies.

• JERISON, MEYER

The Supervision and Training of Teaching Assistants in Mathematics

Committee on the Undergraduate Program in Mathematics, Graduate Task Force of CUPM Panel on College Teacher Preparation, P. O. Box 1024, Berkeley, Calif. 19401; National Science Foundation; Completion date—August 1968.

A descriptive survey on the supervision and training of teaching assistants in mathematics with information obtained from 150 mathematics departments in the U.S. and Canada during 1967–1968.

• KERSH, BERT Y., TWELKER, PAUL, AND JOHN PYPER

Successive vs. Simultaneous Attainment of Instructional Objectives

Teaching Research Division, Oregon State System of Higher Education, Oregon College of Education, Monmouth, Oreg. 97361; U.S. Office of Education; 1966—November 1968.

An experimental study of responses by teacher-trainees to different kinds of simulated classroom situations, leading to the development of future classroom simulation materials and to determine whether different teaching strategies should be used with differing kinds of students as measured by tests of cognition and personality. Elementary teacher-trainees will respond to film episodes from the classroom, 1) in terms of one instructional objective at a time (successive), 2) to two at a time, and 3) to four objectives at one time (a. identify cues, b. respond to the problem, c. know the educational-psychology principles involved, and d. know background of particular problem).

• SHERMAN, CHARLES D., JR.

Self-Instructional Programs for Cancer Control

University of Rochester, New York, Rochester, N.Y. 14627; Department of Health, Education and Welfare & U.S. Public Health Service; January 1967—December 1969.

Following a pilot study for developing self instructional materials, the current project is a developmental experiment with third and fourth year medical students and residents (100) pretesting and posttesting professional users of the self instructional materials for the teaching of cancer treatment. Project includes validation of materials, evaluation techniques of their use by practicing physicians, and coordination of their use by specialists in continuing education.

• SPALDING, WILLARD

The Doctorate with Emphasis on College and University Teaching

California Coordinating Council for Higher Education, 1020 12th Street, Sacramento, Calif.; Coordinating Council for Higher Education; March 1968—December 1968.

A study of "the possibility of doctoral degree with an emphasis on excellence on teaching in higher education: (from Council Directive); and to study the "Subject of a doctor of arts degree including the market for such a degree" (from Legislative Resolution).

• SYKES, GRESHAM M.

Materials in Sociological Research Methods for Law Students

University of Denver, Denver, Colo. 80210; U.S. Office of Education; September 1966—August 1969.

A project to develop curriculum materials for a course in sociological research methods for law students—a two-quarter course for second year students to become standard part of curriculum of the University of Denver and elsewhere. "The materials to be developed will be of two types—1) case studies, involving issues of basic concern to the legal profession and 2) a series of exercises which will allow students to work out solutions to the various problems encountered in sociological research."

• TROYER, MAURICE E. (Sponsor), AND FRANK STRITTER (Dissertation)

Evaluation of a Curriculum: Medical Education in Syracuse 1872–1967

School of Education, Syracuse University, Syracuse, N.Y. 13210; Personal; 1966—August 1968.

A historical study using medical school archives and professional publications to discover the factors and forces that play a vital role in the design and redesign of the medical curriculum at Syracuse.

• WELLS, JAMES

A Beginning Graduate Program in Mathematics For Prospective Teachers of Undergraduates

Committee on the Undergraduate Program in Mathematics, Graduate Task Force of CUPM Panel on College Teacher Preparation, P. O. Box 1024, Berkeley, Calif. 94701; National Science Foundation; Completion date—September 1968.

"A detailed description of a graduate program . . . emphasizing those parts of graduate mathematics which are most essential for teaching lower division courses, (but) it is not intended as a special tract for graduate students who plan to enter college teaching upon completion of the first graduate component. The program will move the Ph.D.-bound student at a normal rate toward his goal and give him valuable experience in teaching undergraduates."

• WILDS, PRESTON L.

Evaluation of Performance in Clinical Problem-Solving

Medical College of Georgia, Augusta, Ga.; U.S. Office of Education; November 1966—October 1967.

A project to develop and validate numerical scoring systems for clinical tests and ". . . to measure different instructional methods." Nine clinical problem-solving tests will be modified; test data will be processed mechanically. "Tests will be administered to five population samples of medical students, resident physicians and clinicians. Scoring will be developed by defined categories of diagnostic process and product, and therapeutic product . . . which will effect clinicians' judgments. . . . an adaptation of tests to specific problems of patient care . . ."

SURVEY STUDIES—descriptive field studies, survey research projects, etc.

•CURRENT RESEARCH

• ASTIN, ALEXANDER W.

Patterns of Quality in Graduate Education

American Council on Education, Washington, D.C.; American Council on Education; Fall 1965—Summer 1968.

Analysis of 1964 data on the quality of graduate programs in various fields "to gain a better understanding of the factors related to institutional quality in graduate education." From detailed questionnaires from graduate students in *1962* rating graduate departments in 30 fields at 109 universities, including ratings by National Merit finalists enrolled from 1961-64.

• BERG, IVAR (Sponsor), AND HAROLD OAKLANDER (Dissertation)

Some Unanticipated Effects of Advanced Education on . . . the Inservice Teacher

Graduate School of Business, Columbia University, New York, N.Y.; U.S. Department of Labor; Fall 1967.

"The assumption of educational policy concerning certification requirements and salary schedules is that advanced education for all public school teachers is automatically beneficial. The author tests the validity of this assumption by obtaining information about the effects of the requirements for graduate education upon the turnover rate of teachers."

• BREEN, LEONARD Z.

Non-Academic Aspects of Graduate Education

Sociology Department, Purdue University, Lafayette, Ind.; Institutional; September 1967—August 1969.

An exploratory field study using records data on 10,000 Purdue University graduate students and interviews with some students and administrators "to study the social setting within which graduate students develop concepts of professionalism, scholarship, and social commitment, (investigating) the interaction between individual, scholarly, institutional, and administrative goals. Stratification by origin of student, field of study, relative success in graduate school, etc.

• CASTRO, CELIA L. M. DE, AND MALVINA GHIVELDER

Census of Teaching Personnel at Brazilian Medical Schools

Association of Brazilian Medical Schools, Rua Leopoldo Bulhoes 1480-8° Andar, Rio de Janeiro GB, Brazil; National Institute for Pedagogical Studies & Ministry of Education of Brazil; December 1967—December 1968.

A descriptive survey of approximately 4,500 teachers at Brazilian medical schools (46) to obtain data in relation to: "socio-economic characterization of professor and family; previous formal training and specialization; fellowships and scholarships received; articles and books published; participation in congress and special meetings; previous and actual jobs, including private clinic and teaching activities; salaries received." (Books published: Ensino medico no Brasil—parte II: Caracterizacao socio-economica do estudante universitario.)

• D'AMICO, LOUIS A.

Profile of Teaching Associates at Indiana University

Bureau of Institutional Research, Indiana University, Bloomington, Ind.; Institutional; 1965—1968.

An extension of an earlier study (1964-65), now dealing with 7,000 graduate students at Indiana University and their status with regard to the selective service. Areas of inquiry include: 1) age, marital status, and number of children; 2) educational background and experience; 3) status prior to appointment; 4) career plans; and 5) evaluation of program. Earlier study pertained to 418 teaching assistants who made an 80 percent response (336). Current study includes all graduate students at IU.

• DARLINGTON, PAUL E. (Dissertation)

Obstacles Delaying Progress Toward the Doctorate, as Perceived by Graduate Students

Center for the Study of Higher Education, University of Michigan, Ann Arbor, Mich. 48104; U.S. Office of Education & Institutional; March 1967—August 1968.

An analysis of reasons for long duration of doctoral programs, deriving descriptive data from a national sample (3,380) of doctoral candidates by means of mailed questionnaires.

• FACULTY OF MEDICINE, UNIVERSITY OF TORONTO

Research in Medical Education

Faculty of Medicine, University of Toronto, Toronto 5, Ontario, Canada; Commonwealth Fund; 1965—1968.

A project to establish an Educational Research Unit, and an Academic Service Unit, to work with an expansion of the program in medical education at the University of Toronto with "experimental features." These include multidiscipline laboratories, and a new curriculum based on a "systems" approach, in the course of which pathological, biochemical, bacteriological, and treatment aspects will be covered.

• FEIN, RASHI, AND GERALD WEBER

The Financing of Medical Education

Brookings Institution, Washington, D.C.; Carnegie Commission & Brookings Institution & Carnegie Corporation; 1968—1970.

An economic analysis including "the development of criteria for allocating responsibility for financing and a thorough study of the current financing system in light of these criteria" for the support of medical education in the U.S. This study will include an examination of other relevant issues, such as "the relationship between the medical school and the university . . . the teaching hospital, the effect of different types of faculty compensation, the adequacy of student aid, and the availability of high quality students and faculty for expansion. . . ."

• HEISS, ANN M.

Study of Graduate Education in 10 Graduate Institutions

Center for Research and Development in Higher Education, University of California, Berkeley, Calif. 94720; U.S. Office of Education; January 1967—December 1969.

A comparative field study of the organization and administration of graduate education, using interviews with 10 graduate deans, 10 deans of Letters and Science, 120 department chairmen, 20 graduate advisors, and questionnaires with 4,500 doctoral students and 1,200 graduate faculty at 10 universities in the U.S. Special interest in learning "how graduate departments are organized to insure needed change, relevance and relatedness in their doctoral programs . . . to attempt to document reasons why many institutions now considering a move into doctoral programming might want to consider alternatives . . ." Attitude Inventories on 1,400 doctoral students will be readministered at the end of the graduate program to measure changes.

• IRWIN, SAMUEL

Pre-Clinical Drug Evaluation and Methods Development

University of Oregon Medical School, Portland, Oreg. 97201; Public Health Service; April 1967—May 1968.

A project to develop a pre-clinical drug evaluation program in psychopharmacology, emphasizing the "factors which influence drug response, the possibility of improving behavioral performance with drugs, the effect of drugs on social behavior, and behavioral parameters of drug action correlated with therapeutic responses in man." Part of a larger development of studies of "behavioral drugs," including "drug studies with primates, screening and evaluation of psychoactive drugs in animals, standardizing methods for evaluating behavior drugs and developing animal models of human behavior disorders . . . developing a handbook of data on standard central nervous system active drugs."

• LANNHOLM, GERALD V.

Graduate School Admissions' Practices (Survey)

Graduate Record Examinations, Educational Testing Service, Princeton, N.J.; Educational Testing Service; Fall 1967—Spring 1968.

Data from approximately 180 departments in 29 graduate schools as of February 1968 "concerning the manner in which test scores and other data are incorporated into the admissions process."

**• LANNHOLM, GERALD V.,
MARCO, GARY L., AND
WILLIAM B. SCHRADER**

Predicting Graduate School Success: Graduate Record Examinations

Educational Testing Service, Princeton, N.J.; Educational Testing Service; Fall 1963—Spring 1968.

Graduate Record Examination data, plus individual student rating forms for students in 20 departments (total) in 10 graduate schools to "evaluate the effectiveness of Graduate Record Examination scores and other factors in predicting success in graduate study, and to provide suggestions to graduate departments" wanting to appraise their own procedures.

• LEBOLD, W. K., AND D. A. WOOD

Multivariate Nature of Professional Job Satisfaction

Department of Freshman Engineering, Purdue University, Lafayette, Ind.; U.S. Department of Labor; 1968—January 1969.

A polling of Purdue alumni and a national survey of engineers and scientists (7,000) by means of two different questionnaires, "to examine the dimensionality of professionals' attitudes toward their work."

**• LEISERSON, MARK W. (Sponsor), AND
BARBARA KEHRER (Dissertation)**

Demand and Supply Under Conditions of Shortage: A Study of the Nursing Profession

Department of Economics, Yale University, New Haven, Conn. 06520; U.S. Department of Labor; July 1968.

An evaluation of the Nurse Training Act of 1964 (which sought to increase the supply of nurses through lowering the costs and extending availability of nursing education) to assess the extent to which this approach can be expected to alleviate shortages. Concentration on hospital demand for registered nurses in Connecticut, via interviews with 35 hospital administrators plus wage and employment data from Connecticut Hospital Association.

• LEWIS, T.

Continuing Dental Education

Office of Institutional Research, University of Washington, Seattle, Wash. 98105; U.S. Public Health Service; July 1967—June 1968.

An exploratory survey of 5,000 dentists of the Pacific Northwest to determine the degree to which dentists continue their formal course work and what courses they need and want. "Study has implications for continuing education in general."

• LOFTUS, GREGG

Basic Index and Retrieval System Project on Medical Education

Office of Research and Development, College of Medicine. Michigan State University, East Lansing, Mich. 48823; Commonwealth Foundation; Fall 1968.

A study to develop a computerized reference system on medical education research and related publications: Basic Indexing and Retrieval System. Will test. 1) the language compatibility of entered information and requested information, 2) the breadth of available information, using distinct methods of recording information, 3) the reliability of entered information prepared by individuals of varying disciplinary interests and perspectives. Will develop unique method and instrument to summarize documents.

• LUGO, JANET

Survey of Post-Graduate Study in Latin America

Department of Educational Affairs, Pan American Union, Washington, D.C.; Pan American Union; January 1967—December 1968.

A descriptive survey to list degree-granting graduate programs in Latin America in all fields for the information of perspective students and others; to include academic calendars and duration of programs, admission requirements, costs and fellowships, curricula, and graduation requirements." Information is taken "from university catalogues and other documents and is sent for correction to the graduate program authorities."

• LYSAUGHT, JEROME P., AND CHARLES H. RUSSELL

Study of . . . Nursing and Nursing Education

National Commission for the Study of Nursing and Nursing Education, Allen Wallis, Chairman, University of Rochester, Rochester, N.Y. 14620; Kellogg Fund & Avalon Fund & Private Philanthropy; January 1968—September 1970.

A national field survey, by means of questionnaires, interviews, and library research, of the "reasonable expectations for nursing . . . services needed by the community," assessing the resources for "safe, effective and economical nursing education," and assessing the present capacity and program for nursing education. Report will "recommend means for making quality nursing srevice broadly accessible." Includes sample of diploma schools of nursing in hospitals, junior and community colleges, and college and university programs; a sample of health care settings and institutions; and a sample of professionals in the health field.

• MAYHEW, LEWIS B.

Probable Future of Graduate and Professional Education in U S

Stanford University, Stanford, Calif. 94305; 1967—1968.

A study of postbaccalaureate education in the U.S. using institutional profiles of 156 institutions
(Part 1 of three-part study).

• McCARTNEY, JAMES L., AND DARYL HOBBS

Correlates of Excellence in Graduate Education

Sociology Department, University of Missouri, Columbia, Mo. 65202; University of Missouri Research Council; November 1967—September 1968.

An exploratory and comparative study, using published data from American Council on Education, U.S. Office of Education, etc. to "examine the inter-correlation of several economic, organizational, political, and ecological variables as they relate to excellence in graduate education." Field study to be developed following this pilot inquiry. Authors "hope to contribute some empirical basis to continuing arguments about what contributes to excellence in graduate education."

• McCORMACK, WILLIAM A

American Students in India

Professional Schools Program in India, University of California, Berkeley, Berkeley, Calif. 94720; Department of Health, Education and Welfare; July 1967—September 1969.

A descriptive field study of 100 graduate students from Berkeley in the campus' professional school program in New Delhi, using interviews designed for the study, before and after the India sojourn, "to identify American graduate students' successful performance in a non-western society; to determine changes in political attitude which seem to be attendant to their stay in India; to demonstrate increase in knowledge of India and Southeast Asia; to gain an overall view of the American student experience in India, with particular reference to problem-solving behavior."

• McHUGH, ROBERT

Supply and Demand in Graduate Education (New York)

Higher Education Planning Division, New York State Education Department, Albany, N.Y.; New York State Education Department; March 1967—1969.

An analysis of the plans of 30 public institutions with doctoral programs, by means of descriptive data collected by questionnaire from presidents and graduate deans of the institutions as well as National Education Association survey data and National Research Council files aims to relate "the probable supply and demand of highly trained manpower (using the Ph.D. as basic unit) in New York State in the 1970's in all major fields of study (10 ±)."

• RESNIKOFF, ARTHUR, AND NORMAN KAGAN

Doctor-Patient Relation Research: Interviewing and Empathy

Office of Research and Development, College of Medicine, Michigan State University, East Lansing, Mich. 48823; Institutional; 1967—1968.

Two sections of one study of the processes of inquiry: the diagnostic process, decision-making after interviewing and testing the patient, aspects of empathizing between physician and patient. Preliminary report due in September 1968.

• SANAZARO, PAUL J.

Criteria for Professional Performance of Physicians

Association of American Medical Colleges, 1501 New Hampshire Avenue, N.W., Washington, D.C. 20036; U.S. Public Health Service & Commonwealth Fund & Association of American Medical Colleges; May 1965—April 1968.

A descriptive field study of 2,500 full-time practicing medical specialists and 2,500 graduates of 28 medical schools, "1) to develop measures of professional performance of practicing physicians, 2) to apply these measures to a sample of physicians on whom detailed information has been obtained . . ., 3) to correlate level of performance . . . with variables—biographical, personal, and educational," in order to identify areas of notable strength and weakness in medical education programs.

• TAYLOR, ALTON L.

Follow-up of Degree Recipients of the Graduate School of Arts and Sciences, 1967

Office of Institutional Analysis, University of Virginia, 1-B West Range, Charlottesville, Va. 22903; Institutional; October 1967—May 1968.

A descriptive questionnaire survey of 303 degree recipients of the Graduate School of Arts and Sciences of the University of Virginia to identify the field of study, type of degree, current position, and location and salary of the degree recipients. The study is to reflect "the nature of the programs offered by . . . the school and to provide information for future planning."

• TERMAN, FREDERICK

Engineering Education

Stanford University, Stanford, Calif.; California Coordinating Council for Higher Education; May 1968.

A descriptive field study with comparative observations for providing "Recommendations related to engineering education: present costs and facilities, projected to 1980 costs and facilities, delineation of functions, and criteria needed for the evaluation of new engineering schools and programs."

• WHEELER, JOHN T.

Collegiate Education for Business

School of Business Administration, University of California, Berkeley, Calif. 94720; Ford Foundation; 1965—June 1968.

A descriptive field study using questionnaires of "all schools and visits to 50 campuses," involving "over 1,000 faculty and students interviewed," to analyze the current status of the schools of business in the U. S. and the changes which have taken place in these schools in the last decade. To suggest the role of business schools in the universities of the future.

•1966—1967 RESEARCH

• ANDERSON, DONALD O., AND ELEANOR RICHES

"Some Observations on Attrition of Students from Canadian Medical Schools." *Canadian Medical Association Journal*, 1967, 96(11), 665–674.

A study of students who entered their freshman year for the first time in 1958 and in 1959, from all medical schools in Canada, and those entering the four Western schools in 1960, until they either graduated or withdrew from medical school. The rate of attrition is about 15 percent of matriculants each year, with the lowest rate at the University of Western Ontario, and the highest at the University of Ottawa. Attrition was classified as academic and non-academic. Significantly higher rates were found in the case of non-academic attrition for women and of academic attrition for Commonwealth students. Significantly higher rates for both types of attrition were found for older students and those who had attended undergraduate colleges different from their medical school colleges. It would appear from available statistics that the factors which combine to produce attrition are the intellectual and personality characteristics of the student, school promotion policies, and evaluation methods.

• CARTTER, ALLAN M.

An Assessment of Quality in Graduate Education, Washington, D.C., American Council on Education, 1966.

An account of a comparative study of graduate departments in 29 disciplines in 106 institutions. Opinions of three major groups were sought; 1) department chairmen, 2) distinguished scholars, and 3) knowledgeable junior scholars who had completed their formal training not more than 10 years earlier. Aims at a description of the quality of the graduate faculty in their field, the effectiveness of the doctoral program, and anticipated changes in the relative positions of departments.

• HEISS, A. M.

"Berkeley Doctoral Students Appraise Their Academic Programs." *Educational Record*, 1967, 48(1), 30–44.

A study to obtain the judgment of doctoral students on the quality and character of their graduate study experience and to identify stages of stress in the degree process. Questionnaires were posted to all 3,165 doctoral students registered at the University of California, Berkeley, 1963–64, with 71 percent responding. One hundred students who were writing dissertations were interviewed. About 83 percent of the students were satisfied with their programs. There was great dissatisfaction, however, among students of the physical sciences and professional schools. Many students expressed the need for: 1) a more personalized orientation and integration into the academic life of the university, more interaction with their professors and greater interdisciplinary involvement; 2) a re-examination of the rationale on which some university requirements are predicated and a re-evaluation of the appropriateness of these requirements to specific fields of knowledge.

CHANGE AND DIRECTION—evaluation and innovation. (Studies dealing with research on graduate/professional level subjects are included on pp. 115-122.)

•CURRENT RESEARCH

• BEARD, RUTH M.

Person-to-person Teaching . . . In Training Dentists and G.P.'s

University Teaching Methods Research, Institute of Education, University of London, London, England; Leverhulme Trust; April 1967—Summer 1969.

An exploratory study, using tape recordings of teaching sessions in five dental schools at London University and general practitioner trainers at Manchester and Liverpool. Aims to "find out how different teachers occupy the time in person-to-person teaching, proportion of questions, invitations to students or trainees to contribute etc. adequacy of explanations, techniques in questionning, etc."

• DEAN, BURTON V.

Multidisciplinary Ph.D. Curriculum Program Development

Western Reserve University, Cleveland, Ohio 44106; U.S. Office of Education; 1966—1968.

A project to develop a "core curriculum for multidisciplinary doctoral training," training students "to systematically investigate the organizational aspects of institutions and their interrelationships with educational activities of a complex urban community." After a "foundations course" would come "problem courses" to be designed by faculty in sociology, anthropology, political science, operations research, and psychology, to be followed by a "processes course" and later, "theory and communications courses." Evaluation by the end of the second year.

• ECKERT, RUTH (Sponsor), AND ANDREW E. HELMICH (Dissertation)

A Description and Appraisal of the CIC Traveling Scholar Program: 1963–1967

Higher Education Department, University of Minnesota, Minneapolis, Minn. 55455; Personal; March 1968—December 1968.

A descriptive survey of 416 "traveling scholars (1963–1967) and their faculty advisors (389) from eleven graduate schools of the Committee on Institutional Cooperation (CIC) in the Mid-West in the first four years of the operation of a program to facilitate easy 'migration' of graduate students." The study will supply data about the Traveling Scholar Program to: "provide CIC policy-makers with factual evidence of migration patterns, backgrounds and motivations of the Traveling Scholars, and program strengths and weaknesses as noted by participants and faculty members and encourage wider use of such cooperative ventures and hence greater utilization of the vast educational resources in American graduate education." Two instruments were used: "Inventory of Backgrounds, Activities and Evaluations of Former Traveling Scholars," and "Faculty Appraisal of the Traveling Scholar Program." CIC includes 11 participating graduate schools at the Universities of Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Ohio State, Wisconsin, and Purdue University and Northwestern University.

• EURICH, ALVIN C.

Outlook and Probabilities for Changes in Higher Education During the Next 15 Years

Academy for Educational Development, Inc., Commerce City, Colo. 80022; U.S. Public Health Service; 1967—1968.

A study to investigate 1) substantive changes in medical schools, 2) development of institution-wide programs of graduate education, 3) changing role of the postdoctoral period and 4) the formal commitment of institutions of higher education to continuing education.

• HENDERSON, ALGO D., AND JAMES G. PALTRIDGE

New Directions in Education Among Professional Schools

Center for Research and Development in Higher Education, 1947 Center Street, University of California, Berkeley, Berkeley, Calif. 94720; U.S. Office of Education; November 1967—1969.

An exploratory study of about 40 professional schools by means of interviews, documents, and correspondence with educators, "to discover, describe, interpret innovations and to communicate about them across professional lines. . . . the reports may help stimulate additional professional schools to innovate . . ."

• HILLIARD, JASON

"New Departures in Medical School Staffing and Teaching" College of Human Medicine, MSU: Medical Education Research and Development Office

Olin Memorial Health Center, Michigan State University, East Lansing, Mich. 48823; Commonwealth Fund & State of Michigan; 1965—1972.

A study of "A new departure in medical school staffing and teaching," which uses established university departments in anatomy, physiology, biochemistry and other disciplines and "will conduct . . . educational research and evaluation as an integral part . . . from the outset." Curriculum development includes: entry into medical education by university seniors ("Year IV"); continuing education conferences; comprehensive faculty evaluation of students, replacing grades; regular evaluation of faculty by student questionnaires and interviews; selection of full-time faculty from the medical profession by a deliberate, innovative, recruiting process: 1) good professional standing, 2) interest in educational process, 3) dissatisfaction with existing educational process, 4) evidence of his own innovations in practice, and 5) agreement to turn private non-salary earnings back to the school.) [Specific research projects listed under: Loftus, Resnikoff, and Olmsted.]

• OLMSTED, ANN, AND ROBERT HANSON

The Future of Medical Education and Medical Practice

Office of Research and Development, College of Medicine, Michigan State University, East Lansing, Mich. 48823; Institutional; 1968—1969.

An extensive questionnaire used with sample of medical practicioners in an attempt "to determine the broad trends in the organization of medicine and medical care including scientific and technological innovations . . . in the milieu in which medicine is practiced in the next 50 years." In what areas must changes in the curriculum of medical education be made to prepare for future context of medical care? How can preparation of physicians affect and modify trends in the organization of medicine—trends which are "initiated in other contexts than medicine but which affect the course of medical care?" Approximately 100 question items ask opinions about effectiveness, possibility, and estimated date of various scientific innovations, social policies, and medical practices which may occur in the next 50 years.

• OLMSTED, STERLING P.

Humanistic-Social Research Project (Engineering Education)

Wilmington College, Wilmington, Ohio 45177; Carnegie Corporation; August 1967—July 1968.

This field study of the humanities and social sciences in engineering education, involving visits to 27 institutions by teams consisting of an engineer and a liberal arts person, uses in addition a two-page questionnaire, addressed to "all deans of engineering," (with a 96% return), to help "formulate goals for the humanities and social sciences in engineering education which are relevant to the changing character of society and the changing role of the engineer in society . . . The study should have something to say about higher education in general," although the primary emphasis is on engineering education.

• PAYNE, ISABELLE

Multimedia Project in Nursing Education

School of Nursing, Michigan State University, East Lansing, Mich. 48823; U.S. Public Health Service; December 1967—December 1970.

Development of a multimedia instructional system in nursing education, using "a programmed multimedia concept of teaching in the lecture room and independent study laboratory." Aims to develop instructional methods and media which will provide for more effective learning in the first sequence of nursing courses by: developing the behavioral objectives related to the conceptual, factual, attitudinal, and developmental areas; utilizing all available resources—faculty, staff, media, and facilities. Facilities include: individual study carrels with film projectors, slide projectors, tape recorders, and other audio-visual teaching materials. Lecture time will be limited to presentation of information that cannot be effectively presented elsewhere. To provide each student opportunity as an independent learner to pace his own learning experiences according to his ability to assimilate and to achieve. Assessment according to "what student has learned rather than how much or how fast . . ."

• PECK, ROBERT F., AND OLIVER H. DOWN (Co-Directors)

Research and Development Center for Teacher Education (University of Texas)

University of Texas, Austin, Texas; U.S. Office of Education; (On-going program).

The program of the R&D Center for Teacher Education has two major aims: 1) basic research on the effects of various kinds of teacher education on actual teaching behavior; and research on the subsequent effect of such teaching behavior on relevant aspects of child learning; 2) the development of a teacher education system composed of diversified . . . instructional modules . . . in differing combinations such modules can be used in a flexible, often individualized manner for many kinds of teacher education . . . the Center's efforts are directed through the following three task forces: TASK FORCE I, Dr. O. L. Davis, Jr., coordinator, focuses primarily on earliest stages of preservice education of student teachers. Particularly equipped to attack the problem of discovering the most efficient and productive balance between actual classroom experience and learning experience outside the school during early preparation of teachers for elementary and secondary schools . . . TASK FORCE II, Dr. David P. Butts, coordinator, is concerned with the full, two-year professional sequence of courses for student teachers, building teacher education modules on the earliest levels with attention to behavioral objectives appropriate for prospective elementary teachers. Other modules will be developed to initiate effective, hierarchical sequences leading to specialization in specific subject areas . . . TASK FORCE III, Dr. Frances F. Fuller, coordinator, is responsible for developing "personalization" for an undergraduate professional program for elementary education majors, combining insights and content from behavioral sciences and curriculum and instruction. Adaptation for secondary education majors or in-service teachers to be considered after elementary packages are developed. Final report of the Personality, Teacher Education and Teaching Behavior Research Project (1962–1967), Robert F. Peck, director: *Effects of Personalized Feedback During Teacher Preparation on Teacher Personality and Teaching Behavior* is available from R&D Center for Teacher Education, Sutton 303, The University of Texas, Austin, Texas 78712.

• YOUNG, DAVID B., AND JAMES F. COLLINS

Teacher Education Centers—A Unified Approach

College of Education, University of Maryland, *College Park, Md. 20742;* Institutional; September 1967—.

An experimental field comparison of a random sample of 1,200 student teachers, one group of whom are placed in teacher education centers, to "determine teaching performance differences in each setting and to determine the effectiveness of self-instructional video tape models of teaching performance, and to determine the relative effectiveness of peer supervision. Performance criteria developed at the University of Maryland plus Flanders Interaction Analysis and OSCAR 5V.

Chapter VIII

HIGHER EDUCATION IN THE MARKET PLACE—Supply, and Demand, Money, and Manpower

(See p. 152 for studies on financing graduate education.)

GENERAL SURVEYS AND BROAD TRENDS—future cost estimates, salary and benefit studies, returns to economy, etc.

•CURRENT RESEARCH

• ALTER, CHESTER M.

Long-Range Plans of 32 Member Colleges of United Negro College Fund

Academy for Educational Development, Denver, Colo.; United Negro College Fund; March 1967—February 1968.

A project to develop long-range academic and financial projections, through visits to each of 32 colleges and questionnaires from each which included data on academic and financial aspects and on long-range (10 years) planning projections.

• AVNER, URI

Current Statistics on Students in Higher Education

Central Bureau of Statistics, Jerusalem, Israel; Israel Central Bureau of Statistics & Department of Social Statistics.

A report of "current statistics on students in higher education . . . this is the fourth year that all students in institutions of higher learning in this country fill out a uniform questionnaire. A detailed publication has just been released."

• BOWEN, W. G., AND PAUL BENACERRAF

Resource Allocation and Decision-Making in Universities

Office of the Provost, Princeton University, Nassau Hall, Princeton, N.J. 08640; Ford Foundation & Institutional; February 1968—January 1971.

A demonstration project, using Princeton University as a case study, and utilizing simulation and other techniques, for improving the effectiveness of the use of resources. "Although the focal point is Princeton, (the study is addressed) to fundamental problems which face every major private university." Data gathered by questionnaires, interviews, and budget format instruments.

• CAFFREY, JOHN

Predictions for Higher Education in the Next Decade

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036; American Council on Education; May 1968—October 1968.

A national sampling of college and university administrators, faculty, and students and trustees to provide some view of how they feel about "the probability and/or desirability of various hypothetical developments in the coming decade." Background paper for the ACE annual meeting, 1968.

• CAMPBELL, ROBERT

Demand for Higher Education in the U.S.

Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oreg. 97403; Center for the Advanced Study of Educational Administration; 1967—September 1968.

A cross-sectional analysis by states (1959–1960), using 1960 census publications, U.S. Office of Education, to test a standard statistical demand model and estimate coefficience. This study examines the significance of economic variables in explaining variations of college enrollment among states.

• CHOUDHURY, A. H.

Economic Development and Educational Planning Department of Public Instruction, Planning and Development, Dacca, East Pakistan; National; 1967—.

Unpublished report which consists of four parts: 1) general background, 2) public sector allocations for education in the second and third five-year plans, 3) evaluation of the achievements of the second five-year plan ("identifies some difficulties in present planning process and assesses the nature of long-range needs with reference to third five-year plan"), 4) conclusion. "As the educational development has gradually widened, it has come to reflect the need for close correspondence and attunement with economic development . . ." Includes historical material.

• CLARK, ROBERT L.

Study of International Migration of Talent ("Brain Drain")

Education and World Affairs, 522 Fifth Avenue, New York, N.Y. 10036; Rockefeller Foundation; January 1967—June 1969.

A descriptive field study, based on reports and analyses of "manpower experts" in a number of countries in the Far East, Africa, and the Near East, to examine "what happens to graduates of universities—particularly those with higher degrees—in underdeveloped countries, particularly to those who migrate . . . "Will attempt to assess . . . the economic cost of the movement of talent from the developing nations . . . the role of Western European nations as importers of high talent manpower . . ."

• CLICK, DONALD W.

Image of Higher Education in American Novels, 1920–1966

Los Angeles Valley College, Van Nuys, Calif.; Personal; February 1968—January 1969.

Analysis of "150 novels of the period just before and after World War II . . . to ascertain what views of higher education have been held by novelists writing about American higher education . . . Was there a change of viewpoint in the two periods . . .?" Is there "a single image of higher education . . . or, . . . multiple images?"

• CURTIS, D. A., DITRI, A. E., TOUCHE, ROSS, BAILEY, AND SMART

A Model Financial Aid Data Processing System

College Entrance Examination Board, 475 Riverside Drive, New York, N.Y. 10027; College Entrance Examination Board; Completion date —1968.

"The development of a model financial aid data processing system will mechanize the financial aid officer's tasks and allow him to spend more time counseling students . . . provide a research tool to identify, analyze and anticipate significant trends in needs or sources of financial aid."

• DAVIDSON, RUDOLPH

Study of Public Education in Alabama

Alabama Education Study Commission, c/o Department of Education, State Office Building, Montgomery, Ala. 36104; U.S. Office of Education & State of Alabama; 1967—May 1969.

A comprehensive survey and evaluation of the public education systems in Alabama, which includes a section on higher education with six major areas of concern: "1) What kind of educational opportunities . . . to provide in higher education for the citizenry . . . 2) What programs and resources presently . . . (exist) in the state of Alabama, the number of students enrolled in these various programs, and where are these programs offered?" The study will proceed to recommend additions and changes appropriate to the goals spelled out in section one. It will consider the coordination of higher education in the state, including the role, function, duties and responsibilities of a coordinating board, and will ask, if a coordinating board is not desirable what are some other possible arrangements? "A separate group is studying the capital and operational needs for a ten-year period . . ."

"A study was also made by the Southern Research Institute projecting age population 18 to 24 through 1980 for the state . . ."

• DOERMANN, HUMPHREY
(Revised Dissertation)

Crosscurrents in College Admissions

Harvard University, Cambridge, Mass. 02138; (Published 1968, by Teachers College Press-Columbia).

Using case studies of four private colleges, this study tests "common assumptions about the supply of various kinds of college applicants" especially those who are both bright *and* financially able. The study begins to "map out crops of high school graduates in the U.S. from 1955–1975 by joint distribution, according to academic aptitude (verbal Scholastic Aptitude Test score) and by family ability to pay for higher education . . . Includes separate section on the supply of Negro students for college." Uses census statistics and College Entrance Examination Board statistics.

• DRIESSEL, A. BERKLEY

Institutions of Higher Education and Their Host Environment: A General Systems Model

Department of Speech and Drama, Stanford University, Stanford, Calif. 94305; November 1967—.

Development of a "general systems model which depicts the system boundaries, intersystem transactions, and characteristic system structures of institutions of higher education and their articulating social, economic, and support systems," by a design which will "accommodate most behavioral and social methodologies . . . Sources of data will include the college and its constituent subsystems and relevant political, economic, and social systems."

• DUBIN, ROBERT

Resource Allocation in Higher Education

University of Oregon, Eugene, Oreg. 97403; Center for the Advanced Study of Educational Administration; Completion date—1968.

A study examining the problems of administration in higher education along with related axes, the one "Subject matter or content-related," the other "methodological." The former seeks to understand the flows of inputs and outputs between higher education and its larger environment, and among various institutions of higher education, to understand the decisions which shape them and the constraints which narrow those decisions. This is a necessary step towards the construction of analytic models of administration in higher education. The study also examines the internal structure and functioning of organizations in higher education, seeks to complement its first part by "providing the necessary conditions for an integrated set of theories capable of explaining the administration of higher education . . . Over time, the cumulative effect will be to support the production, testing, and use of complete developmental systems for more effective resource administration in higher education."

• EBERLE, AUGUST (Sponsor), AND LEO M. MORENO (Dissertation)

Facilities for Seventh-Day Adventists Higher Education Institutions

Department of Higher Education, Indiana University, Bloomington, Ind. 47401; Personal; June 1968—June 1969.

A descriptive comparison of facilities of higher education institutions sponsored by the Seventh-Day Adventist Church with current and planned future enrollments and programs, by means of site visits and interviews with administrators, study of published materials, including curricular publications and blueprints, to determine modifications required for various alternative directions toward 1975. Institutions sponsored by this church are now characterized by residential campuses, work-study programs, vocational orientation, and "relatively open admissions."

• EULAU, HEINZ

Survey of Legislative Opinions and Attitudes on Higher Education

Institute of Political Studies, 550 Salvatierra Street, Stanford University, Stanford, Calif.; Carnegie Commission on the Future of Higher Education; 1968—1969.

"Selected legislators and executive officers in nine states, as well as members of the U.S. Congress will be interviewed" using an interview schedule with open-ended questions.

• FERBER, ROBERT

College Attendance of Chicago Standard Metropolitan Survey Area Residents

Survey Research Laboratory, University of Illinois, Urbana, Ill.; Institutional; February 1966—June 1968.

A survey of about 2,000 people in Chicago (Standard Metropolitan Survey Area) housing units by questionnaire, to: 1) analyze college attendance practices of Chicago area youth, 2) analyze factors affecting college attendance, and 3) explore new means of projecting college attendance.

• FROEHLICH, G. J.

Future Demand for Higher Education in the Chicago Metropolitan Area

Bureau of Institutional Resources, University of Illinois, 409 East Chalmers, Champagne, Ill.; Institutional; December 1966—July 1968.

A historical and projective study, taking into account the potentialities and plans of existing institutions, "1) to project enrollments and high school graduates through 1980 for each private and public school or school district in the six-country area in the Chicago metropolitan area, 2) to follow up the 1965 graduates from each public and private high school in the area, 3) to project college entrance projections by county, homogeneous area and by type of institution . . . Similar studies will later be carried out for the other seven metropolitan areas of the state of Illinois."

• FUNDIS, RONALD J.

Census of Higher Education: Nicaragua

Nicaragua and AID, National University, Leon, Nicaragua, C.A.; Institutional & U.S. State Department; April 1967—February 1968.

This is a descriptive statistical study of 4,800 students in five institutions of higher education in Nicaragua, using demographic, socioeconomic statistical data concerning family, preparatory work, academic performance, marital status, and necessary employment while a student "to provide university planners with some key information that they need to formulate a new and viable policy," especially in view of the high drop-out rates, predominance of night schools, and class-cultural differences. This study is one of the first planning studies for Central American higher education.

• GOVE, SAMUEL K.

The Politics of Higher Education

Institute of Government and Public Affairs, University of Illinois, Urbana, Ill. 61801; Institutional; 1967—.

An exploratory case study, by means of interviews in selected states and a review of related literature and other materials, describing the "relationships of state political systems with their state higher education systems," in order to "set the political arena in which higher education does and will live." A 1967 report to Educational Commission of the States is attached; author at work on articles, "Higher Education and State Constitutional Conventions."

• HANSEN, B. L.

Problems Confronting the Committee of Presidents of the Universities of Ontario

Office of Institutional Research, University of Toronto, Toronto 5, Ontario; Institutional; 1967—1969.

A number of studies to assist the Committee of Presidents including: 1) development of model to evaluate impact of the provincial operating grants formula on each of the provincial institutions, 2) economic studies on the value of the basic income unit used in the formula financing system and of the average salary levels of professors in Canadian (compared with American) institutions, and 3) analysis of the fee structure.

• HOENACH, STEPHEN A. (Dissertation)

Private Demand for Higher Education in California

Office of Analytical Studies, University of California, Berkeley, Calif. 94720; Institutional; May 1966—September 1967.

Econometric demand analysis, with "minimal use of questionnaires or other attitudinal data," to "estimate parameters of private demand for college . . . particularly at University of California, Berkeley, and show how this information can be used to help policy makers improve the efficiency of the application of subsidies for college students."

• JANNE, HENRI

Education for the 21st Century

European Cultural Foundation, Emmastraat 30, Amsterdam, The Netherlands; Institutional; 1967—1972.

A first phase of study and development of the future of education in Western Europe "to provide us, firstly, with as full a knowledge as possible of the present functioning of the educational system, the attempts to adapt and change it, the criticisms leveled against it, the factors which favor or hamper adaptation and change and, secondly, with an imaginative view of man's environment in the year 2000, and of the qualities that should be developed by education so that it can help to shape a desirable future." Proposes to "give a picture of the material conditions under which education will have to function at the end of this century; what will be the number of students . . . the financial needs . . . and chances of these needs being supplied?" Not a single project but "a programme of studies designed to trigger off action."

• KANE, JAMES B., AND KEITH W. SMITH

Development of Statewide Data System for Higher Education Information

Board of Higher Education, State of Illinois, 300 East Monroe, Springfield, Ill. 62701; U.S. Office of Education; November 1967—July 1968.

A study of the data available to present institutions on students, staff, facilities, inventories and the planning of a data information system for higher education in Illinois, using reports from five other states.

• KAZAMIAS, ANDREAS M.

A Study of Education in Greece

Wisconsin University, Madison, Wis.; U.S. Office of Education; June 30, 1967—December 31, 1968.

A study of "the educational system of Greece which has recently sought to adapt historically evolved ideas and institutions to the demands of a modern economy and political life. Education will be analyzed as a dynamic process and as part of the larger movement of socio-political and cultural modernization that has been part of Greek national development since 1829. The study will describe and analyze the structure, functions, underlying ideologies, and general orientation of education in Greece with particular reference to the developments since the Second World War and to the current situation."

• LOZANO, WILLIAM A.

Role of the Private Four-Year College in Preparing Faculty . . .

Transylvania University, Lexington, Ky. 40508; U.S. Office of Education & Institutional; December 1967—Summer 1968.

An exploratory field comparison of a random sample of small four-year private colleges which share some characteristics, by means of questionnaires and some interviews, toward answering the question facing most such schools: "Is the role of the small four-year college to become a regressive one back to a two-year college or or is it to become a select graduate school . . . in which the 'preparation of faculty' would play a major role?"

• McCLELLAND, CHARLES E.

Development of the Modern University System in Germany

Department of History, University of Pennsylvania, Philadelphia, Pa.; Institutional; Summer 1968—1978.

Studies in the development of the modern university system in Germany, that is, since the founding of Gottingen 1737—a social and intellectual history. This study will focus "on the point at which German education, government, and social forces interact . . . penetrating into . . . policies dictating the appointment and promotion of faculty, the social importance attached to attendance at the universities, indoctrination and socialization, and the varying prestige of disciplines through time."

• MEIER, ROBERT C.

Future Land, Building, and Staff Requirements in Institutions of Higher Learning

School of Business Administration, University of Washington, Seattle, Wash. 98105; U.S. Office of Education; Completion date—1967.

A project to develop a computer program to provide estimates of university requirements for land, buildings and staff, using projections of variables external to a university which affect these requirements.

• NAKAMURA, HAJIME

Future of the University in Japan

Department of Indian Philosophy, Tokyo University, Tokyo, Japan; Ministry of Education; October 1966—March 1969.

A comparative case study of higher educations problems in Japan, using interviews and reports "to find some ideal patterns of higher education system, curriculum, size of institution, etc., based on analyzing present problems in Japan and those of foreign countries."

• QUINTEROS, OSCAR, LEMUS, B., LOPEZ, R., VIJIL, M. E., *et al*

Regional Project: Central American University Development

Central American States Universities, San Jose, Costa Rica, C.A.; Ford Foundation & Institutional; May 1966—September 1968.

An inventory of Central American higher education programs and facilities, using information gathered from "meetings and questionnaires" to: 1) program the development of each one of the organs of CSUCA, considering the necessity of the economic and social development of the region, the needs of human resources in the professional and technical areas, and the necessity of the formation of the integral man, 2) "make possible the coordination of objectives and goals, as well as efforts and resources, between the universities of the Isthmus, 3) establish programs that permit the intensive utilization of the installations and actual resources of the six national universities of the Isthmus." The beginnings of coordination of educational systems in Central America.

• RENNER, RICHARD R.

A Study of Education in Colombia

College of Education, Florida University, Gainesville, Fla.; U.S. Office of Education; June 30, 1967—November 30, 1968.

A study of Colombian education "to meet a need for material which analyzes and interprets developments since 1946. Historical, social, pedagogical, and planning aspects will also be studied. A survey of literature will be made at the University of Florida, and the principal investigator will use a four-week visit to Colombia to interview educators and students, to acquire recent publications, and to visit educational institutions."

• ROGERS, DANIEL C.

Returns on Higher Levels of Education in Kenya
Institute for Development, University College, Nairobi, Kenya; Rockefeller Foundation; September 1967—April 1968.

Using pay scales of the government of Kenya, Ministry of Education, and other cost data, this study attempts "to determine the internal rates of return being earned on higher levels of education in Kenya (and the effect of these returns on) the repayment of costs of education under various loan schemes." It follows with a simulation technique "to determine the amount of government revenue which a loan program might generate over the next 15 years . . . The results may make a program of loans to students politically possible."

• RUITER, R.

Number of Students Per University and Faculty up to 1980

Centraal Planbureau, Netherlands; National; 1966—1967.

Appears in *Register of Current Research in the*

Social Sciences 1966–67, published by Dutch Social Sciences Council.

• SNIDER, RICHARD H. (Dissertation)

Factors Affecting Attempts to Establish Junior Colleges in Sparsely Populated Countries

University of Arizona, Tucson, Ariz. 85721; Personal; February 1967—May 1968.

Historical case study of efforts to establish public junior colleges in sparsely populated counties, using structured interviews with 60 persons plus official documents, newspaper, and other publications, to determine "the influence of powerful individuals and governmental groups and . . . effects of published reports" on feasibility of proposed institutions. Hopes to "indicate methodologies of feasibility study groups that can best translate a discovered need to the citizenry."

• STEARNS, FLOYD, AND GEORGE MITTON

Survey of Higher Education Facilities, Population and Resources in Oregon

Oregon State Educational Coordinating Council, 647 Union Street, N.E., Salem, Oreg. 97310; Federal; June 1967—November 1968.

A multisectional survey of the current status of higher education in the state of Oregon, primarily descriptive in nature, and including the following substudies: 1) the role and scope of (all) institutions of higher education in the state of Oregon; 2) facilities classification and inventory system; 3) student enrollment distribution and trends; 4) status of educational/instructional television and radio in Oregon; and 5) a survey of post-high school educational services in the 14 State administrative districts in Oregon.

• SUTTON, JOSEPH T.

Five-Year Enrollment Projections for University of Alabama

Institutional Research, University of Alabama, University, Ala. 35486; Institutional; September 1967—July 1968.

A simulation study using descriptive data from the Alabama public and private schools and Bureau of Census reports, "to estimate University of Alabama enrollments for each of next five years and to establish data processing system for heuristic improvement of a system for continuing use."

• TICKTON, SIDNEY G.

Studies in the Future of Higher Education

Academy for Educational Development, Denver, Colo.; National Institute for Mental Health & U.S. Office of Education & National Science Foundation & Bureau of Health and Manpower; July 1966—March 1969.

An examination of "long-range planning in higher education by states and regional groups, by graduate and professional schools, and the outlook for innovation in higher education. The reports will include an examination, description, and critique of the status of planning for higher education within the 50 states, state master plans for higher education, and regional planning for higher education; plans for the next 15 years for graduate and professional programs; and the outlook for significant innovation in the structure of higher education, both public and private, and in educational techniques by 1970, 1975, and 1980." Report No. 1 (completed): Present Planning in Higher Education, by Nancy M. Berve; Report No. 2: Expansion of Graduate Education . . .; Status of Planning in the 50 states . . .; Innovations in Higher Education by Lewis Mayhew; Changing Role of Higher Education Institutions in Postdoctoral Education . . .; University-wide Programs of Graduate Education in the Sciences . . . by Chester M. Alter; Plans, Outlook, and Potential of Higher Education Institutions in regard to Continuing Education, by David L. Mosconi.

• VIVRETT, WALTER K.

Study of the Concept of an Experimental City, Population 250,000

110 Architecture Building, University of Minnesota, Minneapolis, Minn.; Federal agencies & Local industries.

An interdisciplinary project, the current phase of which is "to study the concept of an experimental, new city in which innovations might be demonstrated and tested." Should have important implications for higher education institutions.

• WRIGHT, PATRICIA S.

Trends in Higher Education

U.S. Office of Education, Washington, D.C. 20202; U.S. Office of Education; October 1967—1969.

A descriptive study set in a historical context "relating all known existent national data on higher education to relevant variables . . . to present the past, present and next decade in higher education in graphic form. The impact upon society of higher education and the contribution of higher education to our social structure." Population statistics on all institutions of higher education in the U.S. are used and displayed, as drawn from Census Bureau, Bureau of Labor, American Council on Education, National Education Association, and other national data sources. "A basic handbook on higher education and its component parts—students, faculty, finances, etc." will be published.

•1966—1967 RESEARCH

• CAMPBELL, ROBERT, AND BARRY N. SIEGEL

"A Model for the Demand for Higher Education in the United States, 1919–1964." *Research in Education*, November 1967, (11) 3.

A study based on the fact that college enrollment represents the purchase of both a producer and consumer variable, and is an act of investment. The risks of investment appear in two forms: 1) the risk of failure to complete the education and 2) the risk that education, even though completed will not yield the expected income return. Statistical demand analysis, emphasizing the influence of relative prices and real income upon the demand for a commodity, was used to develop a model of the demand for higher education. Only those regarded as potential investors—graduate students and students enrolled in two-year institutions—were excluded from the study. From the analyses made, the principles that limit educational demand below the total of those eligible to enroll were deduced to be: 1) those individuals whose expected rate of return over cost is zero, or below, will have a zero enrollment demand and 2) enrollment demand is diminished by exclusion of those who must rely on loans to enroll. The model derived as a measure of demand was that the ratio of enrollees to eligibles for a given year is a function of the real disposable income per household and of the average real tuition in that year.

• JUSAIN, FAHIN

"A Study of Education in the United Arab Republic (Egypt)." *Research in Education.*

A survey, to be completed in December 1968, of the educational system in the United Arab Republic, including elementary, secondary, vocational, teacher training, and higher education. It also includes sections on the land and its people, history of education in the UAR and the organization and administration of the educational system. The study will analyze the data, evaluate each level of education, discuss its problems, its failures and successes.

• KAHN, HERMAN

"Pilot Study for Policy Research Center Program." *Research in Education*, 1967, (10), 9.

An investigation of the feasibility of developing a national education policy research system. Specifically a group of pilot studies would be conducted to provide guidance in the establishment of operational centers for research in future educational needs, resources and policies. With a look to the future, these studies aim at identifying and describing alternative trends for education as well as for aspects of society and technology infringing upon and relating to educational policy. In addition, a set of alternative, basic, educational strategies will be developed for educational policy, providing a comparative look at a reasonably complete range of assumptions and objectives. Finally, organizational and methodological recommendations of a preliminary nature will be made for setting up a prototype, educational policy research system.

• KOENIG, HERMAN E., *ET AL.*

A Systems Approach to Higher Education—A Comprehensive Report of Progress. Division of Engineering Research, National Science Foundation Project C–396, Interim Report No. 3, East Lansing, Mich.: Michigan State University, 1966.

A description of a project to develop a dynamic systems model of a university. The model is stated mathematically, and fully represents the flow of students and other resources needed to sustain the institution. Costs are considered as only one part of the total system. The investigators argued that the financial dimension of the institution is not independent of other variables. Offers a cost analysis model which can be adapted to the particular needs of each institution.

THE ECONOMICS OF HIGHER EDUCATION

•CURRENT RESEARCH

• ALLEN, J. STEWART

Study of Private Colleges and Universities in Texas

Association of Texas Colleges and Universities, Austin, Tex; Coordinating Board of State Colleges and Universities; Completion date—1968.

A summary and collating of data on private education in the Texas system, with regional analyses of the higher education resources in each section of the state where a private college or university is located, along with a profile of each private institution. Will include data on enrollments, financing, curriculum, philosophy, governance, projections, and plans.

• ANDERSON, KENNETH E.

Forecasting University of Kansas Enrollments 68–69 to 77–78

University of Kansas, Lawrence, Kans. 66044; Institutional.

A project to project University of Kansas enrollments so as to aid in planning for buildings and staff.

• ARMBRUSTER, W., BODENHÖFER, H. J., HARTUNG, D., AND W. D. WINTERHAGER

Expansion of Higher Education and the Labor Market

Institute for Educational Research: Max Planck Gesellschaft, Berlin; Institutional; May 1968—April 1969. (First stage: pilot study).

An exploratory study to investigate the mechanisms for the absorption of highly qualified manpower by private employers, to find out economic, social, and organizational determinants of the willingness of employers to hire more highly qualified manpower and also the employment conditions (wages, kind of job, etc.). The aim of further research will be the development of strategies to overcome the economic limitations of the expansion of higher education. In this way it should be possible to replace the manpower requirements approach that tends to characterize the educational policy by economically determined aims.

• BOLTON, ROGER E.

Public Financing of Higher Education

Economics Department, Williams College, Williamstown, Mass. 01267; Brookings Institute; June 1966—1969.

A survey "to outline, in language somewhat understandable to the educated layman and others not trained in technical economics, the various issues in financing higher education, including problems of efficient allocation, and income distribution.

• BENT, Z. KRIZ

Voluntary Support of 44 Urban Universities, 1965—1966

Director of Statistical Studies, Division of Research, Council for Financial Aid to Education, 6 East 45th Street, New York, N.Y. 10017; Council for Financial Aid to Education; —1967.

A descriptive report on the voluntary support received during 1965–66 by 44 urban institutions of higher education, all privately controlled, ranging from coast to coast and enrollment from 1,696 to 24,123 students. Amounts tabulated by source, purpose, and recipients. Data are from annual survey, "Voluntary Support of Education."

• BENT, Z. KRIZ

Voluntary Support of Education Survey

Council for Financial Aid to Education, Inc., 6 East 45th Street, New York, N.Y. 10017; American Alumni Council & Institutional; Completion date—1968.

An annual inventory of "1,000 or more colleges . . . to discover the status of their endowment funds . . . both on the basis of the book value and market value," and "to report the sources of voluntary support of colleges and universities."

• BRASKAMP, LARRY A., AND HARRY C. CANON

Various Perceptions of a University (from outside and within)

Counseling Center, University of Nebraska, Lincoln, Nebr.; Institutional; September 1967—June 1968.

A comparative field study of perceptions of the University of Nebraska, using the CUES Test with "a few civic groups (Kiwanis, 4-H, and Young Farmers) and 100 persons within the college community (students, faculty, and student personnel workers) in order to determine if persons outside the university community had perceptions similar to those who were within the university community. "The first purpose was to determine if persons outside the university community had perceptions of the university." . . .

•BUWALDA, G.

Student Expenditure Survey, 1966–67 (Netherlands)

Central Bureau of Statistics, The Hague, Oostduinlaan 2, Netherlands; National; October 1967—October 1970.

A survey of private expenditures by Dutch students, by means of interviews and personal account books, and using computer processing of data. (Register of Current Research in the Social Sciences—1966-1967—published by the Royal Dutch Academy Social Sciences Council), p. 180.

• CAFFREY, JOHN, AND HERBERT ISAACS

The Economic Impact of Higher Education Institutions on Their Communities

American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036; ESSO Educational Foundation; July 1968—March 1969.

A developmental project, using case studies and visits to campuses along with discussions with civic and municipal leaders, "to develop guidelines, principles, and procedures to be used by colleges and universities and/or by local groups of citizens to estimate the economic impact of a college or university on the community where it is located. What costs and benefits should be accounted for? How should they be weighed?"

• CHAMBERS, M. M.

State Tax Support of Higher Education

Higher Education Department, Indiana University, Bloomington, Ind.; Institutional; 1966—September 1968.

A study using interviews with 600 key persons in all state capitals (State fiscal officers, university presidents, etc.) to conduct a "continuing collection of data and comment regarding appropriations of state tax funds for annual operating expenses of higher education in 50 states, together with less comprehensive data on capital funds and their sources, and improvements in state revenue systems." Aims to circulate data on regular bases and disclose trends and future probabilities.

• CHAMBERS, M. M.

Higher Education in the 50 States

Indiana University, Bloomington, Ind.; 1968—1970.

A study of "administrative, legal, financial and statistical aspects of higher education in the nation and in each of the states, with emphasis on the most recent 10 years. Comparative studies of higher education and economic growth, industrial productivity, public health and population mobility. Based in part on the 10 year files of GRAPEVINE, containing documents and correspondence from key individuals and agencies in every state."

• COLVARD, RICHARD

Risk Capital Philanthropy and Higher Education

Department of Sociology, State University of New York, Buffalo, N.Y.; 1967—1969.

"Philosophy, policy, structure, and practice in grant-making relations between large U.S. philanthropic foundations and U.S. colleges and universities. Monograph in preparation."

• COPE, ROBERT G.

Budget Formulas: Comparison and Analysis of Current Use (by State Boards of Higher Education)

University of Massachusetts, Amherst, Mass.; Institutional; November 1967—Summer 1968.

An analytical comparison of budget formulas used by 20 states, as reported by directors of state boards of higher education.

• CORRALLO, SALVATORE

An Analysis of Instructional Expenditures for Institutions of Higher Education in the Northeast United States for Years 1961–1962 and 1963–1964, and 1965–1966

U.S. Office of Education, Office of Program Planning, Washington, D.C.; U.S. Office of Education; January 1968—November 1968.

An identification of common patterns of instructional expenditures for institutions of higher education through analyses of both cross-section and marginal operating costs. The implications of the enrollment mix, professional wage and staffing patterns, and the structure of revenue on expenditure levels and patterns will also be determined. Survey data from the U.S. Office of Education and selected published sources will be used.

• COX, LANIER

Development of State Budgets for Higher Education

Educational Commission of the States, Lincoln Tower Building, Denver, Colo.; Educational Commission of the States; April 1968—March 1969.

An inquiry, by means of conferences and interviews between state budget officers and institutional budget officers, to determine for each state how the higher education institutions work with the legislators, and the steps taken for development of an institutional budget to legislative hearings.

• DANIELS, ELIZABETH A.

Study of Alternative New Dimensions (Vassar College)

Committee on New Dimensions, Vassar College, Poughkeepsie, N.Y. 12601; Institutional; 1967—1968.

An investigation of the alternative directions open to Vassar College assuming that: "1) Vassar will remain in Poughkeepsie, 2) . . . retain identity as a private, autonomous institution . . ., 3) strengthen her emphasis on undergraduate education, 4) (she will accept) peripheral expansion . . . make more efficient use of resources." Considers four kinds of development: "I. (Undergraduate) two schools sharing instruction, facilities and programs—the other being a men's college; II. (Graduate) two institutes plus selected graduate programs, with directors responsible to the President, and representing an interdisciplinary approach in untraditional fields —an Institute for the Study of Man and His Environment (with new degree, Master of Environmental Sciences) and an Institute for the Study of Teaching (with new M.A.T. degree); III. Computer center; IV. A new Vassar complex/SUNY, a number of private-public ventures . . ." Proposals based on questionnaires from alumnae and current students, as well as some historical data.

• DANIERE, ANDRE L.

Cost-Benefit Analysis of Federal . . . Aid to Students

Department of Economics, Harvard University, Cambridge, Mass. 02138; Office of Health, Education, and Welfare; June 1966—August 1968.

Beginning with a "substantial data base on the 1965 cohort of college entrants," this study attempts to "compare alternative packages of federal programs of financial aid to college students" by projecting the behavior patterns of potential students, their families, state governments, higher education institutions, philanthropists, etc., and then to measure effects of federal aid to students. "Potential entrants were jointly distributed by the college aptitude and family income and their history projected . . . through college career," making adjustments for differences among institutions. Includes information on graduate and post-graduate education patterns as well as on aid packages received.

• DUBIN, ROBERT

The Demand for Higher Education

Center for Advanced Study of Education Administration, University of Oregon, Eugene, Oreg.; Center for Advanced Study of Education Administration; Completion date—1971.

Research seeking to "apply the standard tools of statistical demand analysis to higher education using cross-sectional data by states and including graduate student enrollment and demand for two-year colleges. . . . Together with projects related to higher education's responses to its markets, this research should provide a knowledge base for the formulation of policies in the area of admission, tuition, and student aid.

• DUNCAN, RALPH A., AND NINA ZACHARY

Financing Higher Education: Guaranteed Loan Program of New Jersey

Department of Higher Education, Trenton, N.J.; State of New Jersey; Completion date—1968.

A questionnaire survey of high school and college students in New Jersey "to survey and determine financial needs of college-going students who have the aptitude and are so motivated to secure a higher education."

• ECKAUS, RICHARD S.

A Disaggregated Study of the Returns to Education

Economics Department, Massachusetts Institute of Technology, Cambridge, Mass. 02139; Carnegie Corporation; June 1968—September 1969.

"The object of the proposed study is to investigate the returns to education in particular occupations and, by doing so, to learn more about the overall rate of return to education and the sources of income differences in the labor force." U.S. Census data used.

• ENGBRETSON, WILLIAM E. (Sponsor), AND W. SAM ADAMS (Dissertation)

Economic Characteristics of Students Attending Colorado State Colleges and Universities, Fall 1967

School of Education, University of Denver, Denver, Colo. 80210; Personal; October 1967—Summer 1969.

Describes and compares economic characteristics of students attending Colorado state colleges and universities (fall 1967) and determines "which student characteristics are related to institutional attendance and what selected family background information can be associated with the students' spending habits and sources of income." Uses questionnaire data from 1,040 undergraduates (2% of 55,000 undergraduates at nine four-year institutions), and interviews with financial aid officers. (W. E. Engbretson's address: College of Education, Temple University, Philadelphia, Pa. 19122).

• GARBARINO, JOSEPH W.

Analysis of Academic and Scientific Salaries, Professional Relations in Higher Education

School of Business Administration, University of California, Berkeley, Calif.; National Science Foundation (partial); Summer 1966—Summer 1968.

Two case studies and statistical analysis toward understanding "the behavior of salaries relative to other occupations and internally within the professional groups,"—that is, comparison of faculty salaries with the incomes of nonteaching, nonacademic scientists—by means of salary surveys, field studies, and interviews. The second part traces the evolution of "formal educational relationships between professional organizations, particularly institutional governance."

• GRANT, RICHARD V.

State Supported Student Financial Aid Programs Within the 50 States

Bureau of Educational Research, University of Denver, Denver, Colo. 80210; Education Commission of the States; 1967—1968.

A survey and analysis of programs of state financial aid to students in each of the 50 states, including data on the administration of programs, priorities, amounts, and requirements for aid recipients.

• GREENOUGH, WILLIAM C., AND FRANCIS B. KING

Benefit Plans in American Colleges

Teachers Insurance and Annuity Association—CREF, 730 Third Avenue, New York, N.Y. 10017; Teachers Insurance and Annuity Association; —March 1969.

A survey via questionnaire (1/68) to business officers of U.S. institutions of higher education to provide information on staff benefit plans current in four-year colleges and universities. Covers retirement plans, group life insurance, health insurance (basic hospital-surgical-medical and major medical), sick pay plans, and short- and long-term disability income insurance. Also uses information from Teachers Insurance and Annuity Association records, and from public employee-state teacher systems. Discusses trends since the previous survey (1959), principles of benefit planning for institutions of higher education, types of plans in effect, and describes the current status of benefit plans for faculty, administrative staff, and clerical-service employees in higher education. Dr. Greenough is chairman of Teachers Insurance and Annuity Association and College Retirement Equities Fund, and Dr. King is research officer.

• GRAYBEAL, WILLIAM S., AND SHEILA MARTIN

Salary Schedules in Higher Education

Research Division, National Education Association, 1201 Sixteenth Street, N.W.; Washington, D.C. 20036; National Education Association; November 1967—August 1968.

A descriptive survey of 800 institutions of higher education which report having a salary schedule, the chief aim of which is to "review the contents of salary schedule documents and report the major salary-related policies which the schedules contain."

• HANSEN, W. LEE, AND BURTON A. WEISBROD

Occupations, Incomes, and Education

Social Systems Research Institute, University of Wisconsin, Social Sciences Building, Madison, Wis. 53706; Ford Foundation; 1968—December 1969.

This study will attempt to evaluate the importance of such education-related variables as ability, motivation, environment and quality of schooling to higher incomes, increased productivity, and economic growth. Data used will be drawn from extensive information on three large groups of individuals.

• HARBISON, FREDERICK H.

Higher Education in Africa and Latin America
Economics Department, Princeton University, Princeton, N.J.; 1968—.

A study of the economics of higher education on two continents with "emphases on outputs, orientation, resource constraints, costs, benefits and administrative planning."

• HARRIS, SEYMOUR E.

The Economics of Harvard: 1636–1966

Department of Economics, University of California, San Diego, Calif. 92038; Ford Foundation & Carnegie Corporation; Completion date—1968.

Historical study of "How a Great University Grew: How it obtained resources, allocated them, set prices for students and income for faculty; how it invested funds and the returns received; the socioeconomic background of students." Pays special attention to the college and two major professional schools.

• HARRIS, SEYMOUR E.

Economics of Higher Education: The Facts

Department of Economics, University of California, San Diego, Calif. 92038; Carnegie Corporation; Completion date—1968.

A compendium of the current statistics of higher education in America: numbers; locations of institutions; faculty rewards; costs of higher education—totals and by type; migration; and financing of various types of institutions. "Largely depends on Federal and State documents, but also uses numerous private studies."

• INGRAHAM, MARK

Total Compensation of Chief Administrative Officers in U.S. Colleges and Universities

Association of American Colleges, Teachers Insurance and Annuity Association, c/o University of Wisconsin, Madison, Wis. 53706; ESSO Foundation; 1968—.

A survey of 10 administrative positions in 877 (of 1,104) institutions drew over 6,000 responses, provides information on retirement and insurance benefits, salaries, and deferred salaries, children's education, health, disability insurance, vacation, leaves, housing, entertainment allowance, office facilities, transportation, for both four-year liberal arts colleges and universities. (Being published by U.W. Press, entitled *The Mirror of Brass.*)

• INGRAHAM, MARK H., AND FRANCIS P. KING

Total Compensation of Chief Administrative Officers in U.S. Colleges and Universities

University of Wisconsin, Madison, Wis. 53706; ESSO Foundation & Association of American Colleges & Teachers Insurance and Annuity Association; 1965—Spring 1968.

A descriptive and statistical study of the compensation and conditions of work of the principal administrative officers of colleges and universities in the U.S., derived chiefly from 6,275 responses to questionnaires. Different instruments used for presidents of institutions and nine other administrative positions. (Being published by U.W. Press, entitled *The Mirror of Brass.*)

• INNIS, C. THOMAS

Instructional Cost Studies

Office of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221; Institutional; November 1967—.

A descriptive study, using computer-simulation technique, to describe instructional costs within the University of Cincinnati, to provide standards and aids for budgeting and future planning.

• JUDY, RICHARD W.

Systems Analysis for Efficient Resource Allocation in Higher Education

Institute for Policy Analysis, University of Toronto, Toronto 5, Ontario, Canada; Ford Foundation & Donner Foundation & Institutional & Ontario Department of Health; Ongoing.

Simulation studies with data "derived from a variety of sources including detailed files of specific universities" for more efficient resource allocation in higher education.

• JUDY, RICHARD W., AND JACK B. LEVINE

A Comprehensive Analytical Method of Planning in the University Sphere: University of Toronto Institute for Policy Analysis, University of Toronto, Toronto 5, Ontario; Institutional; 1966—July 1968.

Development of CAMPUS, a "system simulation model for university planning and administration, which simulates university operations over a time period of any length. [The computer] accepts descriptions of the university structure and . . . activities that the university is expected to perform . . . and computes the resulting resource requirements of staff, space, materials and money." "Personnel, space, equipment and money are the major types of resources analyzed by the model, and administrative decisions on such matters as professorial work loads, class sizes, etc."

• KAUFMAN, JACOB J. AND LEWIS LEVINE

University Research Consultation

Pennsylvania State University, University Park, Pa. 16802; U.S. Labor Department; Pilot Conference May 1967.

". . . specific purpose of the conference was to apprise selected university faculty actively engaged in teaching and research in the manpower-related disciplines, of recent Federal legislation, policy and program developments in the manpower area. Prospective research problems were identified and a forum was provided for the interchange of ideas on how the academic community might best contribute to the advancement of national manpower goals." Report of proceedings, Fall, 1967.

• KEENE, T. WAYNE

Program Cost Differentials at University of South Florida

Institutional Planning and Analysis, University of South Florida, 4202 Fowler Ave., Tampa, Fla. 33620; Institutional; July 1967—March 1968.

A historical analysis, using institutional records and questionnaires for university staff, to "determine . . . costs of the various instructional programs . . . and determine direct and indirect costs of research and extension/community services" since the university's beginning.

• KENNEDY, VAN D.

Higher Education Policies and Manpower Needs in India

Department of Business Administration, University of California, Berkeley, Calif. 94720

A documentary analysis and comparative study, testing a hypothesis that "the Indian higher education system is failing to meet the country's human resource needs and may in fact be a positive deterrent to development." Seeks to identify the evidence such that India can have greater understanding of the "defects in her higher education system."

• KLEIS, RUSSELL J.

Role of University Administrators in the Formulation of Federal Higher Education Policy . . .

College of Education, Michigan State University, East Lansing, Mich. 48823; Institutional; January 1967—June 1968.

A historical case study of the interaction among university administrators, congressional staff members, congressmen and officers of the USOE during the progress of Public Law #89-329, by means of open-ended interviews (65 persons interviewed).

• LEE, EVERETT

Demographic Study of New England Region

New England Board of Higher Education, 20 Walnut Street, Wellesley, Mass. 02181; Higher Education Facilities Commissions; 1968—1969.

A survey "to provide demographic information for statewide higher education planners in New England region."

• LIGGETT, DONALD R.

Student Financial Aid and Socio-economic Distribution of Student Bodies, 1950–1965

Associated Colleges of the Midwest, c/o Coe College, Cedar Rapids, Iowa 52402; U.S. Office of Education; Completion date—Spring 1969.

With a survey of all application blanks of entering freshmen for 1950, 1955, 1960 and 1965 in 10 colleges of Associated Colleges of the Midwest, this study will note aid awarded, field of study, and whether recipient graduated. Will attempt to determine trends in socio-economic level of entering freshmen and effects of student aid programs on socio-economic status composition of student bodies, also relation of socio-economic status to major.

• MANN, WILLIAM R., AND DON C. LELONG

Systems Analysis of Institutional Output

Office of Institutional Research, University of Michigan, Ann Arbor, Mich. 48104; Institutional; October 1967—June 1968.

An exploratory development of a system analysis, using data on economic and social variables at the University of Michigan as well as responses to a faculty questionnaire, to derive "a comprehensive picture of the impact of the University of Michigan on its students, its faculty, and the community." Maintains that systems analysis heretofore has not taken sufficient account of the benefits of certain "outputs" as research and public service, and "total institutional impact on the economy and on society." Seeks therefore to "determine a better estimate of the monetary and non-monetary benefits to be derived by the legislature and citizens of the State . . . from appropriations to the university.

• MAYHEW, LEWIS B.

Probable Future of State and Regional Long-range Planning in Higher Education

Stanford University, Stanford, Calif. 94305; 1967—1968.

An attempt to assess developments in state master plans and coordinating agencies as well as other state and regional efforts "which look to the future" (Part II of three-part study).

• MILLER, JAMES L., JR.

Use and Effectiveness of Title III Funds in Selected Developing Institutions

Center for the Study of Higher Education, University of Michigan, 1100 South University, Ann Arbor, Mich.; U.S. Office of Education; March 1968—December 1968.

Case studies of a selected group of about 32 developing institutions with Title III grants, their cooperating institutions, and agencies working with specific programs, "to identify factors associated with effective utilization of Title III funds, and the overall impact of monies granted . . . in the program's first two years." Information gathered from Title III applications and supporting documents, other printed materials from the colleges, survey questionnaire to faculty members, and selected interviews.

• MITCHELL, ROBERT E.

The Needs of Hong Kong Manufacturing Industry for Higher Level Manpower

Social Survey Research Centre, University of Hong Kong, On Lee Building 10/F, 545 Nathan Road, Kowloon, Hong Kong; July 1966—1968.

A project to help the Hong Kong Government plan for the development of post secondary education in the Colony. Information was needed

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on the need for and use of higher level manpower. To this end, a study was conducted on a variety of issues, including the sources and role of university graduates in industry. The chapter titles in the book are: The Study's Purpose and Perspective; A Statistical Overview of Large Firms; Higher Level Manpower and University Trainees: Some Supply and Growth Rate Statistics; Determinants of the Size of Higher Level Manpower and the Demand for University Graduates; Questions About Higher Level Manpower; The Education of Higher Level Manpower; The Work, Demand Skills, and Influence of Higher Level Manpower; The Match Between Job Demands and Trained Competence; What a University Education Means to Employees and Employers; The Changing Composition of Higher Level Manpower; How Higher Level Manpower is recruited; Some Implications.

• NORTH, WALTER M.

Institutional Pricing and Student Aid Needs

Knox College, Galesburg, Ill. 61401; College Entrance Examination Board; 1967—.

Development of a "model for institutional study of pricing potential . . . with the aim of establishing a basis for anticipating the effect of fee increases on a college's market and on student aid needs."

• PAN AMERICAN UNION

Survey of University Planning and Financing in Latin America

Department of Educational Affairs, Pan American Union, 1735 I Street, N.W., Washington, D.C.; Pan American Union; "Not yet underway"

A descriptive survey "to determine the current state of university planning and financing in Latin America and to reveal ways in which these activities can be strengthened." Preliminary questionnaires have been sent; data were gathered on administrative organization, etc.

• PETTENGILL, ROBERT B.

State Support of Public Higher Education

Graduate School, State University of New York, Albany, N.Y. 12201; Institutional; Completion date—1967.

Concluding "a statistical and analytical study of comparative state appropriations for the current operating expenses of institutions of public higher education."

• RADNER, ROY

Econometric Models of Higher Education

Department of Economics, University of California, Berkeley, Calif.; Carnegie Commission on the Future of Higher Education; September 1967—September 1969.

"The project's goal is to develop econometric models relevant to the planning, implementation and evaluation of change in the U.S. higher education system. Accordingly, the following subjects are under study: 1) a Higher Education Cost Model; 2) dynamic Input-Output Models of the Higher Education System; 3) resource Requirements for a Universal 2-Year College Program; 4) resource Requirements for Compensatory Primary and Secondary School Program; 5) equality of Opportunity; 6) student Demand for Higher Education; 7) the Final Demand on the Education Sector; 8) the Technology of U.S. Higher Education; 9) the Technology of Specific Higher Education Institutions; 10) capacity Investment by Higher Education Institutions; 11) admittance Behavior of Private Higher Education Institutions."

• ROGERS, EDWARD DE LANCEY

A System of Program Accounting for Junior Colleges in California

University of California, Berkeley, Calif. 94720; Personal; January 1966—January 1968.

A development and testing of a "costing model" for use in the public community colleges in California, by means of interviews with 30 persons—finance experts in one junior college in the San Francisco Bay Area, and a panel of chief administrators and business managers in a sample of junior colleges in California—plus the fiscal data of one junior college. "The program cuts were chosen so that differential costs might be obtained: by transfer program and by terminal program, by regular day class and by adult class, by graded and by ungraded classes, and by curricular areas . . . (toward) acceptable measures of educational costing."

• SCALES, ELDRIDGE E.

Educational and General Expenditures of 127 Public and Private Two-Year Colleges in the South

Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Ga. 30308; Southern Association of Colleges and Schools; October 1967—May 1968.

A comparative study of 127 Southern institutions on a standard form of Southern Association of Colleges and Schools from each institution, "to determine the patterns of expenditures for educational and general purposes with the aims of providing junior college administrators with comparative data."

• SCHLEIFER, ERNST G. (Dissertation)

Comparative Budgets of West Berlin Universities

Institute for Education Research: Max Planck Gesellschaft, Berlin; Personal; January 1966—April 1968.

Comparative case studies of the budgets of the Free University of Berlin and the Technical University of Berlin with the use of informal interviews with the administrative managers of both universities and "proposals for improving the administration and the expenditure of the funds (mainly state)."

• SEAMAN, DON F. (Dissertation)

Attitudes Toward Education by Participants and Non-Participants

Office of Continuing Education, Florida Board of Regents, University System of Florida, Tallahassee, Fla.; Personal; March 1967—June 1968

An exploratory study using the Semantic Differential Technique and the Leisure Activity Survey (Litchfield) with 100 employees of the Florida Power Corporation, "1) to determine whether a relationship exists between a person's attitude toward education and the amount of his participation in educational activities, 2) to determine the usefulness of the Semantic Differential Technique in determining attitudes toward education, 3) exploratory study in developing a questionnaire which will indicate the attitude of a person toward participating in on-the-job training, or other types of continuing education."

• SEVERANCE, MALCOLM F.

Application of Program Budgeting to an Undergraduate College at the University of Vermont University of Vermont, Burlington, Vt. 05401; Institutional; June 1967—August 1968

A pilot study using currently existing data together with interviews with key personnal of the University of Vermont "to investigate the problems and benefits of applying the principles of program budgeting to undergraduate and graduate education, to determine the feasibility and possible benefits of existing the application to various administrative . . . activities of the university"

• SHELL, KARL

Contingent Repayment Loan Programs for Higher Education

The Wharton School, University of Pennsylvania, Philadelphia, Pa.; Sloan Foundation & Carnegie Commission on the Future of Higher Education; Completion date—September 1969.

An economic analysis of a contingent repayment loan program for students in higher education based on the "Educational Opportunity Bank" proposed by the Panel on Educational Innovation. Computation was performed on Massachusetts Institute of Technology's IBM 360. An educational Opportunity Bank could be authorized to borrow money at government rates and to lend money to postsecondary students, regardless of the student's resources. "In exchange for the loan, a borrower would pledge a given percentage of his annual gross income for a fixed number of years after graduation." For low rates of interest, such a bank could be self-sustaining.

• SIEGEL, BARRY N.

Costing Students in Higher Education

Center for Advanced Study of Educational Administration, University of Oregon, Eugene, Oreg. 97403; Institutional; October 1966—June 1969.

A descriptive case study using registration and budget data from the University of Oregon "to develop an instructional cost matrix classified by student major and level and by department and course, in order to provide instructional cost information of greater value than that currently available.

• SOUTHWICK, LAWRENCE, JR., AND WALTER HOBBS

Direct Costs of Education Related to Professorial Ranks

Graduate School, State University of New York, Buffalo, N.Y. 14214; Institutional; 1968—.

A study of the direct costs of education "as determined by faculty costs and the relation to departmental structure of these costs." The researchers "will examine the effects of different mixes of professorial ranks on costs as well as the per student direct costs by size of class."

• STEWART, CLIFFORD T., AND JOHN W. HARTLEY

Financial Aspects of Interinstitutional Cooperation: Unit Costs in Cluster and Non-Cluster Colleges

The Claremont Colleges, Claremont, Calif. 91711; ESSO Education Foundation; October 1966—November 1967.

An exploratory comparative study of 18 private undergraduate colleges throughout the U.S. which are similar to individual members of the Claremont Colleges, to determine what differences exist, if any, in the cost of operation of certain central facilities in a cluster college, versus the cost of operation of comparable facilities and functions in separate, independent colleges. Examines the economics of certain aspects of cluster operation to determine whether there are cost savings, increased or better services, or different accomplishments possible under either system.

• STOKES, MARSDEN B., HIRSCHI, L. E., AND R. JAY

Junior Colleges in Arizona

Bureau of Educational Research, University of Arizona, Tucson, Ariz. 85721; State of Arizona; Summer 1967—June 1968.

A descriptive field survey, using published reports and administrative office data on six junior colleges in addition to field notes "to describe the current status of Arizona junior colleges and to relate it to the projected needs . . ." for the State Board of Directors for Junior Colleges.

• VON RUNDSTEDT, M.

International Comparison of Financial Aid to Students in Higher Education

Institute for Education Research: Max Planck Gesellschaft, Berlin, Germany; Institutional; Spring 1966—December 1968.

A comparative survey, with "description and comparison of measures influencing the amount of costs of higher education to be borne by students," toward making proposals for improving aid to students in the Federal Republic of Germany. Does not state which countries to be surveyed, but author has published previous studies pertaining to the same subject in France and Belgium.

• WALTON, JOEL P. (Dissertation)

Methods Utilized by State Boards of Higher Education to Distribute Current Operating Expenditures . . .

Institutional Research, University of Mississippi, University, Miss. 38677; Personal; April 1962—Fall 1967.

An analytical study of documents that state boards of higher education use in distributing funds, including "all State Boards . . . that govern more than one institution." Aims to "analyze all the methods used to distribute funds and then to arrive at a formula for distribution of current operating funds."

• WARNER, AARON W.

Obsolescence and Updating of Engineers and Scientists Skills

Seminar on Technology, Columbia University; U.S. Labor Department; Completion date—1967.

Depth interviews with engineering managers and other executives in 40 organizations; provided information for appraising and evaluating the "programs instituted by certain industrial firms for equipping obsolescent scientific and engineering personnel with new skills and to identify the process of scientific and engineering skill obsolescence in typical occupations and industries, and to develop pilot techniques for assessing the size and nature of the problem." "Several types of situations, especially Research, Development, and Dissemination personnel were singled out as especially troublesome." Special need for "divising and conducting effective updating education programs for all levels of professional-technical personnel."

• ZYMELMAN, MANUEL

Integration of Economic and Educational Planning in Chile

Center for Studies in Education and Development, Harvard University, 38 Kirkland Street, Cambridge, Mass. 02138; Institutional; September 1967—September 1969.

Using a simulation technique this is an effort to develop "a comprehensive planning model" for the Ministry of Education and the University of Chile "to develop policies for expansion of universities compatible with economic development plans" for Chile.

•1966—1967 RESEARCH

• SCHLEKAT, GEORGE

"The Distribution of Federal Financial Aid Funds to American Colleges and Universities." *Research in Education*, October 1967, (10), 12.

A study examining the distribution and repayment of funds provided to college students from three federally supported programs. Analyzes records of the loans and awards distributed by American colleges and universities from funds provided by National Defense student loans, college work-study grants, and educational opportunity grants, according to institutional and individual recipient characteristics.

• SWANSON, JOHN E., ARDEN, WESLEY, AND HOMER E. HILL

Financial Analysis of Current Operations of Colleges and Universities. Cooperative Research Project No. 1853, Institute of Public Administration, Ann Arbor, Mich., University of Michigan, 1966.

A report of a recent attempt to provide a theoretical basis for a systematic approach to financial operations in higher education. Cost analysis procedures are based upon the examination of the total financial pattern of a post-secondary institution. Presents a single model for analyzing institutional costs.

• VINSON, R. B.

"The Use of Probability Theory as a Basis for Planning and Controlling Overhead Costs in Education and in Industry." *Research in Education*, October 1967, (10), p. 20.

An investigation of the hypothesis that the effectiveness of standard costing in planning and controlling overhead costs can be increased through the use of probability theory and associated statistical techniques. Uses simulation technique as the research method, developing an accounting model which would be validated by four cases of data.

FACILITIES—space utilization studies, etc.

•CURRENT RESEARCH

• ALLEN, E. B., AND C. H. DANIEL

Physical Facilities Requirements of
Higher Education Institutions

Business Office, Rensselaer Polytechnic Institute, Troy, N.Y. 12181; National Science Foundation; May 12, 1966—June 1968.

An exploratory study, using systems analysis and simulation, to build a model for identifying and measuring variables affecting use and development of physical facilities. Researchers expect to develop methods for higher education institutions to estimate more accurately future requirements according to educational goals and desired levels of achievement.

• AMUNDSEN, RICHARD, AND
JAMES MANDEL

Theoretical Space Utilization Study

Operations Analysis Division, Administrative Data Processing, University of Illinois, Champaign, Ill. 61820; Institutional; Spring 1968—Fall 1968.

A study to determine theoretical upper limits of space utilization relative to various combinations of assumed scheduling conditions. Scheduling is based upon actual section enrollments, time table listings, and course-facility data.

• ANDERSON, ARNOLD, AND
MARY JEAN BOWMAN

Spatial Aspects of Higher Education

University of Chicago, Chicago, Ill. 60637; Completion date—July 1969.

An examination of available data to assess the spatial aspects of higher education as related to equality of opportunity, and to the future location of higher education facilities, not only in rural areas but also in the urban areas.

• BONSER, CHARLES

Indiana Higher Education Facilities Survey

Bureau of Business Research, Indiana University, Bloomington, Ind.; U.S. Office of Education & State of Indiana; 1967—1969.

A two-phase project consisting of an inventory of facilities, staff, and students at Indiana higher education institutions over the past 10 years (completed spring 1968), and projections and recommendations toward the year 1985. Will include data from at least 39 institutions of higher education, public and private. Includes sections on student enrollments, class organization, survey of finances (review of all requests, etc., data from government files—M. M. Chambers), F.T.E. faculty and staff by department and with salary data (by R. Holmstead). Phase II, forecasting, will include sections on: facility needs up to 1985 based on mathematical enrollment projections (c/o J. Blakesley, Purdue University); long-run program demand by type of institution; regional supply and demand (includes the question of junior college development); cost study; projected revenues for public and private higher education (with M. M. Chambers); discussion of philosophical issues, tuition questions, out of state students.

• DONATELLI, BENJAMIN, AND
JAMES W. MORRISON

Survey of Higher Education Facilities in
New Hampshire

Educational Research and Service Corporation, 170 South River Road, Bedford, N.H. 93102; New Hampshire Higher Education & Facilities Commission; September 1967—June 1968.

A descriptive survey of all 34 higher education facilities of New Hampshire. Interim report attached.

• HARING, R. C., AND V. F. FISHER

Higher Education Facilities Planning Project, University of Alaska

Institute of Social, Economic and Government Research, College, Alaska 99701; Ford Foundation & Institutional; 1965—Spring 1968.

A descriptive survey and inventory of current space and facilities for post high school training, current interest and demand for particular types of post high school training including standard university-related, technical-vocational, and other programs, enrollment projections, and demographic data, "to develop a program of comprehensive facilities planning . . . for institutions of higher education in Alaska for the next ten years."

• HAVILAND, DAVID S.

Planning and Designing Facilities for Educational Technology: A Resource Document

Center for Architectural Research, Rensselaer Polytechnic Institute, Troy, N.Y. 12181; American Institute of Architects; 1967—1968.

A project to develop "An annotated resource document covering the most important sources of information and guidance in the programming, planning, evaluation, design and educational utilization of communication technology and instructional media. . . . structured and cross-referenced to be of specific aid to the architect . . . in the development of a building project."

• JONES, JERRY

Higher Education Facilities Study

West Virginia Commission on Higher Education, 307 Duffy Street, Charleston, W.Va.; State of West Virginia; June 1967—June 1970.

A three-year study "covering facilities initially, but which will cover staff and staffing programs later."

• NELSON, EDWARD W.

Higher Education Facilities Survey, Montana

Montana University System, State Capitol, Helena, Mont.; State of Montana; 1967—.

A study preparing plans for higher education in Montana under The Higher Education Facilities Act of 1963. Includes State Plan for Title I of the Higher Education Facilities Act. Publications include: *Facilities Inventory Manual,* "*Long-Range Construction Program*" *Universities and Colleges of Montana.*

• SOMMER, ROBERT

University Physical Environments to Facilitate Study

University of California, Davis, Calif. 95616; U.S. Office of Education; June 1966—May 1968.

An exploratory study of the ecology of study areas, concerned with "the kind of physical environment that facilitates concentration and study," using systematic observations of students in study spaces on one university campus. Empty room equals zero density, etc. Observations will be supplemented by interviewing and questionnaires, later by experimental studies in which students and furniture are variously distributed. May contribute to small group theory and to design of study areas.

• WHEELER, JOHN T. (Sponsor), AND CRANDALL, ROBERT H. (Dissertation)

Cost Benefit Analysis in University: Student Housing

Graduate School of Business, University of California, Berkeley, Calif. 94720; Personal; August 1966—June 1968.

An exploratory development of a "formal mathematical model of the housing problem," and then using information on four campuses of three universities in California to apply the techniques of formal, economic analysis to long-range planning for the housing of students. Aims to "help identify and interrelate those forces acting on housing well in advance of their becoming critical, and to propose some best solution of the set of possible solutions." Includes interviews with business officers, dean of students staff, and housing staff at the four campuses.

•1966—1967 RESEARCH

• KUNKEL, PAUL ERNEST

"Evaluative Criteria for College Instructional Facilities." *Dissertation Abstracts A*, 27(2), 354–355. University Microfilms, Inc., Ann Arbor, Mich., 1966.

A study to gather and organize definitive criteria suggested for the rating of existing instructional facilities at the college level. Includes an analysis of supporting data which must be available for a plant evaluation project (for example, enrollment analyses, plant inventories, schedules and calendars, and utilization studies). Through a study of related literature to extract those criteria or standards which were spelled out in specific terms and a tour of colleges and universities of the Pacific Northwest and interviews with administrative officials and others, researchers discovered both within and between institutions wide variations of purposes, needs and facilities exist. Consequently it should not be expected that any single set of standards would be applicable. The instructional environment, regardless of the activity, is considered in relation to its spatial, visual, acoustical, and comfort factors. Standards for specialized facilities need to be carefully related to the local situation.

• ROWE, HAROLD GARRIS, JR.

"The Expansion of Facilities for Higher Education as a Result of the Higher Education Facilities Act of 1963." *Dissertation Abstracts A*, 27(10), 3277. University Microfilms, Inc., Ann Arbor, Mich., 1967.

A study to determine the extent to which the Higher Education Facilities Act of 1963 contributed to the expansion of higher education facilities during 1965, the first year of its operation. Data were gathered through the U.S. Office of Education, personal interviews with representatives of the Congressional Sub-Committee that considered the Act, and personal interviews with officials from fourteen different colleges and universities. Institutions granted funds under Titles I and II of the Act were identified by name, types of facilities constructed, amounts received, total development cost of projects, and total square footage of certain projects. The following conclusions were arrived at. Concluded that the Act is less significant in terms of its percentage of monetary contribution to the overall long-range building programs of large institutions than it is to smaller institutions. The Act is more significant in terms of immediate and long range realization of building needs to small institutions and church supported institutions than it is to larger, publicly supported institutions. The intended benefits of the Act may be cancelled out for state supported institutions if state legislatures rely on it to displace state appropriations.

Chapter IX

INVENTORY PROCEDURE

INTRODUCTION

The initial inquiry to researchers was in the form of a letter sent to a list of approximately 2300 persons, utilizing the Center's mailing lists as well as those for the American Educational Research Association and the Association for Institutional Research, plus addresses of professors of higher education, officers for national and regional associations or agencies, and other professional and governmental groups.

The letter of inquiry took six separate forms (see pages 180–85), two of which called for the enclosure of a questionnaire specially designed for the inventory (see pages 186–88). The other four variations of the letter of inquiry went to individuals who were thought to be sources of information about persons doing research on higher education. Thus one contact led to another. Questionnaires distributed totalled 1,312. Approximately 480 questionnaires were returned, with many researchers preferring to respond to the inquiry by using materials already prepared, through correspondence, or in some format other than the one dictated by the questionnaire.

At the Center, a taxonomy was devised for use in cataloging research reports (see pages 189–91) and a Royal-McBee quick retrieval card was printed to conform to the categories of the taxonomy (see pages 191–92). Materials submitted by respondents—abstracts, interim reports, questionnaires, statistical data—were noted on the inventory catalog card.

The advisory committee for the inventory was composed of persons from the Carnegie Commission and the Center—Patricia Cross, Algo Henderson, Leland Medsker, James G. Paltridge, Virginia Smith—and the personnel working most directly with the inventory—Dale Heckman, Lynn Horn, Warren Martin, and Sandy Pemberton. This committee met five times during 1967–68.

Travel in the interests of the inventory included a trip to several Mid-Western universities by Mr. Heckman and trips to Washington, D.C., and New York City by Mr. Martin.

In March 1968 research project cards were compiled by subject categories, and this volume—the *Interim Abstracts Report*—was presented to the Carnegie Commission in early April. It has been used since that time by persons associated with the Commission and the Center.

LETTERS OF INQUIRY

The letter marked No. 1 was a general letter of inquiry used for the Inventory. Letter No. 2 went to individuals likely to have information about research on higher education, or about researchers, without being themselves involved in research projects. Foundation personnel received form No. 3 of the letter of inquiry, while letter No. 4 went to professors and also served as a short form of the general format. Letter No. 5 was sent to business and industry contacts, and the interest in graduate students doing research on higher education prompted the use of letter No. 6.

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BERKELEY, CALIFORNIA 94720

LETTER NO. 1

Those of us involved in research on higher education sense the need for a greater sharing of information about research projects. The United States Office of Education and a few other agencies collect information on completed work—Educational Research Information Center, for example, is helpful—but we know too little about what is being done currently.

Recognizing this need, the Carnegie Commission on the Future of Higher Education, directed by Clark Kerr, has asked the Center for Research and Development in Higher Education, University of California, Berkeley, to develop an inventory of research in progress on higher education. It is in this connection that we need your help.

We enclose a form on which we should like for you to tell us about your research for which no final report is yet available. We will also welcome abstracts, proposal statements, data-gathering instruments, interim reports and so on.

The categories of concern for this inventory are broad: the role of individuals, institutions, agencies, and governments in higher education, as well as their interrelationships; the demands and resources for higher education; efficiency in the use of resources; functions, structures, and governance within institutions; and the impact of technology on higher education. We do have a special interest in profiles of types of institutions and in projects dealing with student and faculty reactions to their environment, but, as a matter of fact, you are invited to report projects of almost any type and in any area of postsecondary education.

As you well understand, this undertaking has time value so your prompt response will be most helpful to us and will insure an early inventory.

Sincerely,

Leland L. Medsker
Director

LLM:lh

Encl.

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LETTER NO. 2

Your experience in higher education, and particularly your knowledge of research activity, would be of great value now to those of us involved in compiling an inventory of current research on higher education—a project of the Carnegie Commission on the Future of Higher Education and the Center for Research and Development in Higher Education, University of California, Berkeley.

Would you please send us the names of persons of your acquaintance, in or out of the field of education, who are now at work in research projects in higher education for which no final report is yet available? If you will alert us to them and their whereabouts, we will proceed to correspond with them directly.

We are, of course, already in contact with the major research centers, foundations, associations, and some university departments. It is the researcher not likely to be identified with these focal points of research who is our concern in this request.

Thank you for your attention to our need.

Sincerely,

Leland L. Medsker
Director

LLM:lh

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LETTER NO. 3

Those of us involved in research on higher education sense the need for a greater sharing of information about research projects. The United States Office of Education and a few other agencies collect information on completed work—Educational Research Information Center, for example, is helpful—but we know too little about what is being done currently.

Recognizing this need, the Carnegie Commission on the Future of Higher Education, directed by Clark Kerr, has asked the Center for Research and Development in Higher Education, University of California, Berkeley, to develop an inventory of research in progress on higher education. It is in this connection that we need your help.

Your strategic position within the Foundation, and the Foundation's activities in higher education, give us reason to believe that you may be able to alert us to research projects that are underway on higher education or to researchers whose work in the past has been such as to justify contacting them now.

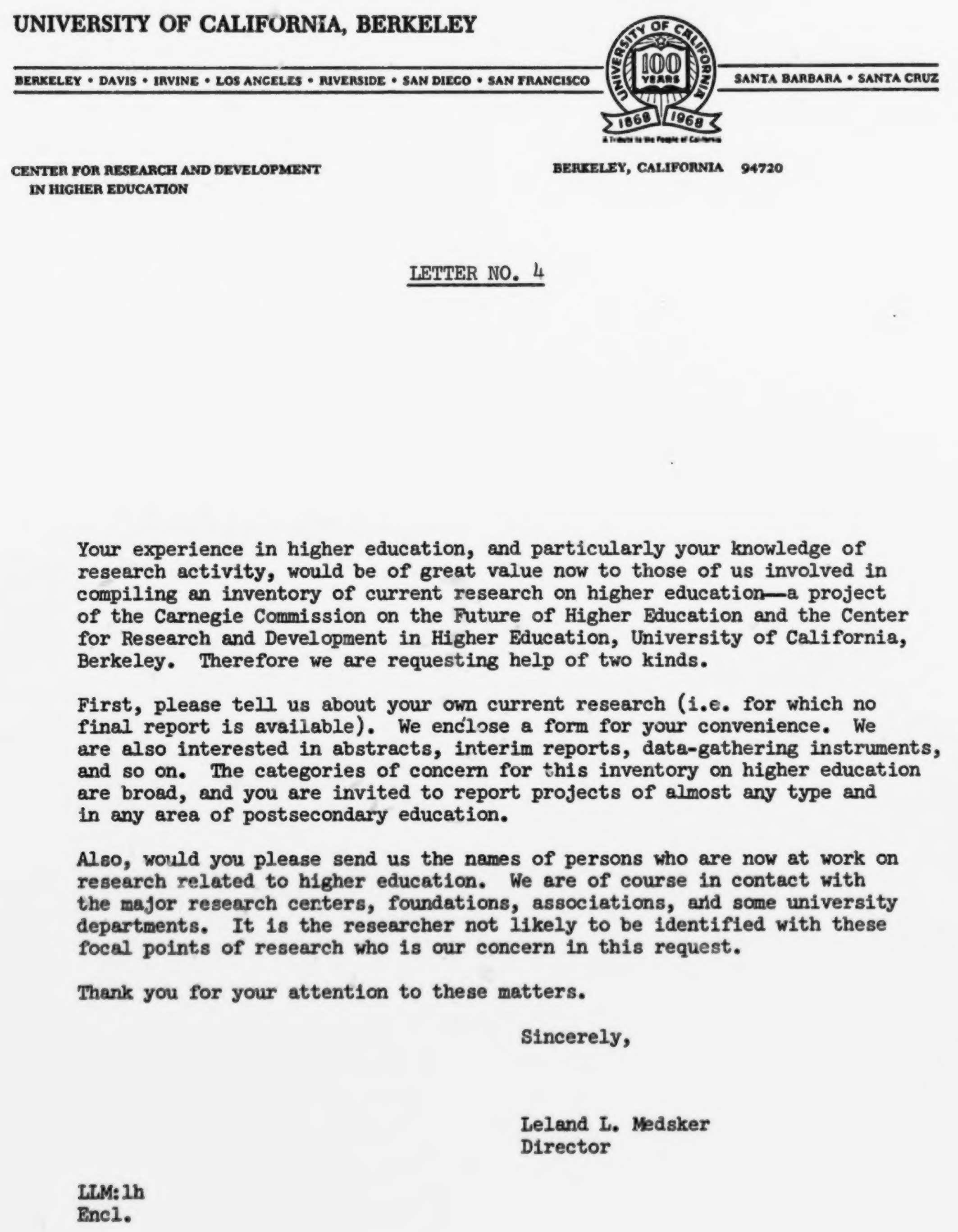
The categories of concern for this inventory are broad: the role of individuals, institutions, agencies, and governments in higher education, as well as their interrelationships; the demands and resources for higher education; efficiency in the use of resources; functions, structures, and governance within institutions; and the impact of technology on higher education. We do have a special interest in profiles of types of institutions and in projects dealing with student and faculty reactions to their environment, but, as a matter of fact, information about projects of almost any type and in any area of postsecondary education are welcome.

Because this undertaking has time value, we shall be glad to hear from you or a representative of the Foundation as soon as possible.

Sincerely,

Leland L. Medsker
Director

LLM:lh



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LETTER NO. 4

Your experience in higher education, and particularly your knowledge of research activity, would be of great value now to those of us involved in compiling an inventory of current research on higher education—a project of the Carnegie Commission on the Future of Higher Education and the Center for Research and Development in Higher Education, University of California, Berkeley. Therefore we are requesting help of two kinds.

First, please tell us about your own current research (i.e. for which no final report is available). We enclose a form for your convenience. We are also interested in abstracts, interim reports, data-gathering instruments, and so on. The categories of concern for this inventory on higher education are broad, and you are invited to report projects of almost any type and in any area of postsecondary education.

Also, would you please send us the names of persons who are now at work on research related to higher education. We are of course in contact with the major research centers, foundations, associations, and some university departments. It is the researcher not likely to be identified with these focal points of research who is our concern in this request.

Thank you for your attention to these matters.

Sincerely,

Leland L. Medsker
Director

LLM:lh
Encl.

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LETTER NO. 5

Those of us involved in research on higher education sense the need for a greater sharing of information about current research projects. Therefore, the Carnegie Commission on the Future of Higher Education, directed by Clark Kerr, has asked the Center for Research and Development in Higher Education, University of California, Berkeley, to develop an inventory of research in progress on higher education.

Cognizant as we are of the increasing role that business and industry are playing in research related to higher education, as well as in the development and dissemination of information, we wonder whether you have a research project in the areas of our interests that you would be willing to report or, if not, whether there are other persons whose names and addresses you could give us?

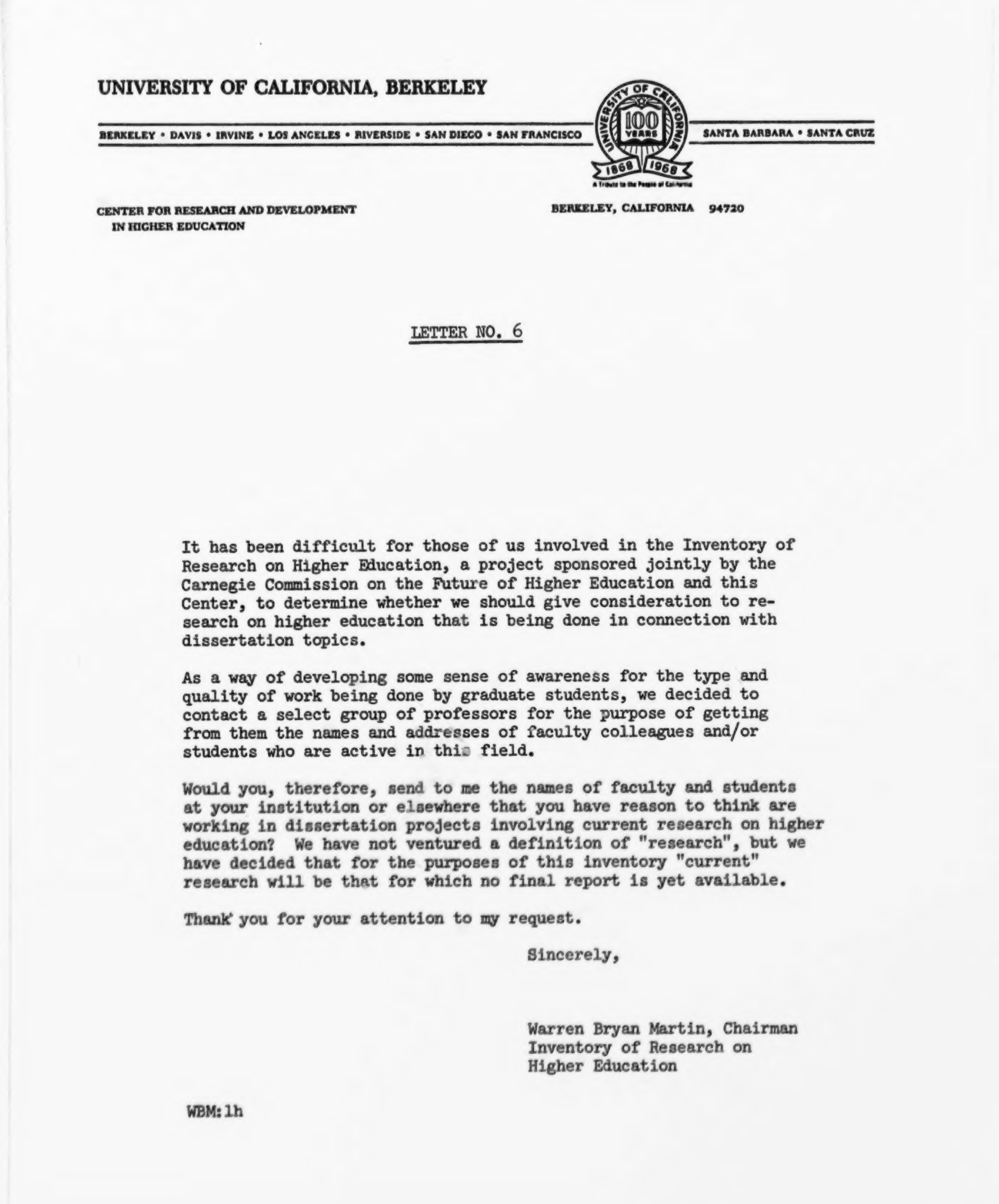
The categories of concern for this inventory are broad and include: the role of individuals, companies and industries in higher education, (e.g., changing patterns of corporate contributions, anticipated new needs in manpower training, etc.); new models of institutions of higher education; new technology and its utilization in higher education.

Because this undertaking has time value, we shall be glad to hear from you or a representative of your office as soon as possible.

Sincerely,

Leland L. Medsker
Director

LLM:lh



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LETTER NO. 6

It has been difficult for those of us involved in the Inventory of Research on Higher Education, a project sponsored jointly by the Carnegie Commission on the Future of Higher Education and this Center, to determine whether we should give consideration to research on higher education that is being done in connection with dissertation topics.

As a way of developing some sense of awareness for the type and quality of work being done by graduate students, we decided to contact a select group of professors for the purpose of getting from them the names and addresses of faculty colleagues and/or students who are active in this field.

Would you, therefore, send to me the names of faculty and students at your institution or elsewhere that you have reason to think are working in dissertation projects involving current research on higher education? We have not ventured a definition of "research", but we have decided that for the purposes of this inventory "current" research will be that for which no final report is yet available.

Thank you for your attention to my request.

Sincerely,

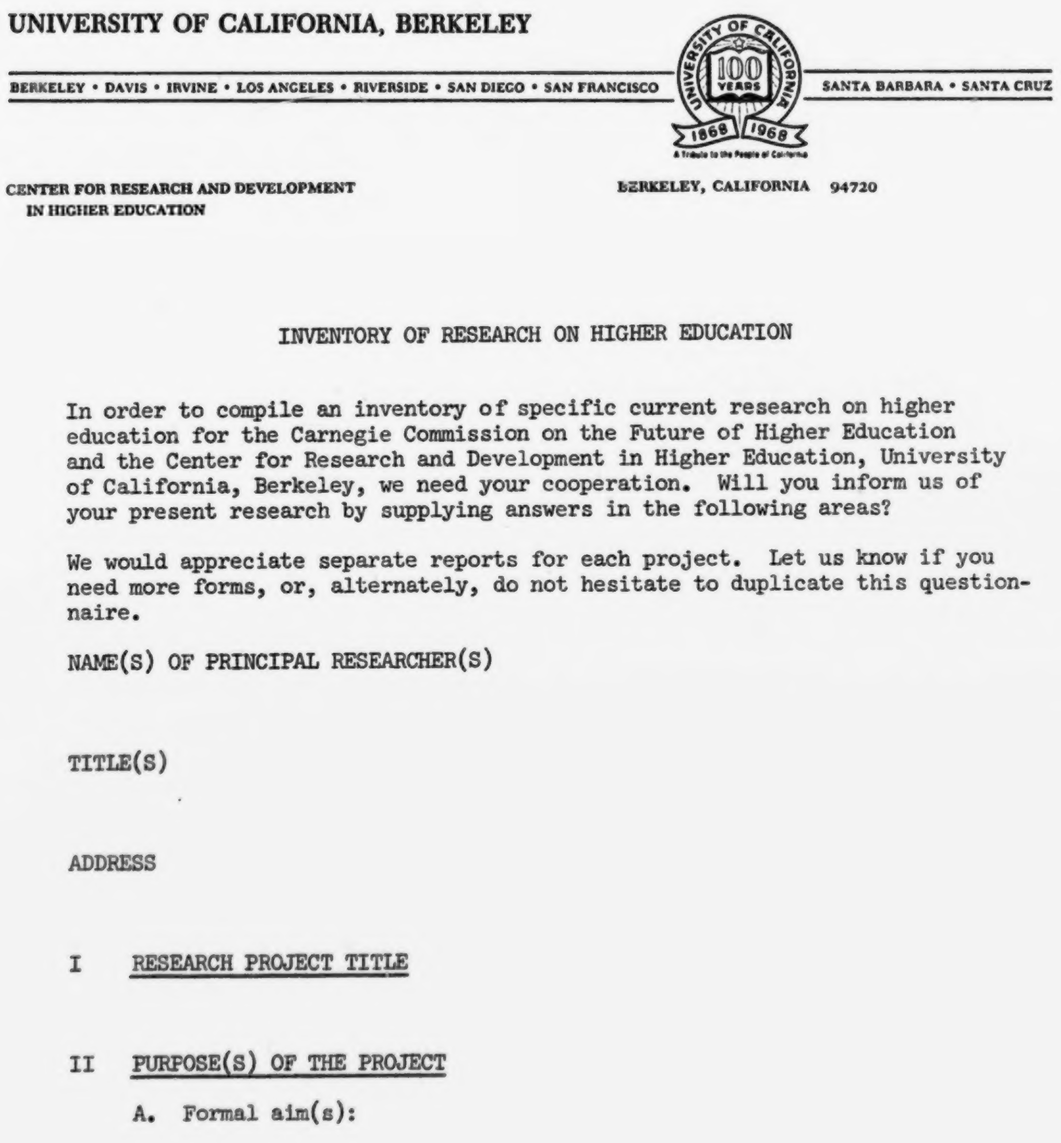
Warren Bryan Martin, Chairman
Inventory of Research on
Higher Education

WBM:lh

INVENTORY QUESTIONNAIRE

The total number of questionnaires distributed was 1,312. Those returned totalled approximately 480.

One follow-up contact was made by use of an air mail card (see sample).



UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO · SANTA BARBARA • SANTA CRUZ

CENTER FOR RESEARCH AND DEVELOPMENT
IN HIGHER EDUCATION

BERKELEY, CALIFORNIA 94720

INVENTORY OF RESEARCH ON HIGHER EDUCATION

In order to compile an inventory of specific current research on higher education for the Carnegie Commission on the Future of Higher Education and the Center for Research and Development in Higher Education, University of California, Berkeley, we need your cooperation. Will you inform us of your present research by supplying answers in the following areas?

We would appreciate separate reports for each project. Let us know if you need more forms, or, alternately, do not hesitate to duplicate this questionnaire.

NAME(S) OF PRINCIPAL RESEARCHER(S)

TITLE(S)

ADDRESS

I RESEARCH PROJECT TITLE

II PURPOSE(S) OF THE PROJECT

A. Formal aim(s):

(Purpose(s) of the Project, continued)

B. Anticipated significance for higher education:

III PROJECT DESIGN

A. Methodology (check one or more):

____ Exploratory
____ Case
____ Field
____ Descriptive
____ Experimental
____ Comparative
____ Simulation
____ Testing Hypothesis
____ Historical
____ Other
____

B. Sources of data:

Institution, campus, population or other sources:

Number of subjects:

C. What instruments (questionnaires, interviews, etc.) are being used?

(If instruments are of local design, we would be pleased to receive copies.)

(Project Design, continued)

D. Schedule:

Commenced ______________________, 19___;

Scheduled for completion ______________________, 19____.

E. Approximate cost of total project:

F. Sources of funding:

IV RELATED RESEARCH

Please list research directly related to your project, whether already published or now in progress, your own or the work of others.

V COMMENTS

Please mail questionnaires and other materials to address below.

Warren Bryan Martin, Chairman
Inventory of Research on Higher Education
Center for Research and Development in Higher Education
1947 Center Street
Berkeley, California 94720

Thank you for your cooperation.

AIR MAIL FOLLOW-UP CARD

Dear Colleague:

Are you going to have anything to report for the inventory of current research on higher education? If so, we would appreciate hearing from you soon. Additional questionnaires are available at your request.

Sincerely,

Warren Bryan Martin, Chairman
Inventory of Research on
Higher Education

TAXONOMY

The Inventory taxonomy was intended to provide a way to catalog information supplied by researchers and, at the same time, to group research projects according to certain themes and issues that were of special interest to the Carnegie Commission and the Center. As the categories of this report show, the actual compilation of research did not conform exactly to the subsections of the taxonomy, yet, the taxonomy as a means of general classification proved serviceable.

- 1.00 *Document Received*
  - 1.1.0 *letter*
    - 1.1.1 dead
    - 1.1.2 delayed response (questionnaire, etc.)
    - 1.1.3 requires response
    - 1.1.4 contains referral data (names, etc.)
  - 1.2.0 *IHRE questionnaire*
  - 1.3.0 *research report* (interim)
  - 1.4.0 *printed matter* (monograph, books)
  - 1.5.0 *charts, indexes, profiles*
  - 1.6.0 *other*

- 2.00 *Type of Institution* (locus of research)
  - 2.1.0 *form* (Institutional)
    - 2.1.1 university **L14 university***
    - 2.1.2 college (state, teachers) **L15 college-S**
    - 2.1.3 college (l.a.&s.) **L16 college-Ch**
    - 2.1.4 jr. college (community) **L17 jr. college**
    - 2.1.5 graduate school **L18 grad. school**
    - 2.1.6 professional school **L19 prof. school**
    - 2.1.7 experimental **L20 experimental**
    - 2.1.8 technical **L21 technical**
    - 2.1.9 other **L22 other**

*All Abbreviations in bold.

- 2.2.0 *sponsorship*
  - 2.2.1 public **B1 public**
  - 2.2.2 private-secular **B2 pvt-secular**
  - 2.2.3 private-church rel. **B3 pvt-Ch. rel.**
- 2.3.0 *overseas*
  - 2.3.1 Northwest hemisphere (Can., G.Brit., Mex., Europe minus USSR) **B4 NW hemisphere**
  - 2.3.2 Northeast hemisphere (Asia, USSR) **B5 NE hemisphere**
  - 2.3.3 Southwest hemisphere (Lat. Amer. minus Mexico but including Caribbean) **B6 SW hemisphere**
  - 2.3.4 Southeast hemisphere (Africa, Australia, New Zealand) **B7 SE hemisphere**
- 2.4.0 *combined*
  - 2.4.7 consortia **B8 consortia**
- 2.5.0 *size*
  - 2.5.1 small (college, to 1000) **B9 small**
  - 2.5.2 medium (college or univ., 1000–10,000) **B10 medium**
  - 2.5.3 large (univer., 10,000 plus) **B11 large**
  - 2.5.4 multi-campus **B12 multi-campus**
- 2.6.0 *agency, commission, or association*
  - 2.6.1 federal agency **B13 fed. agency**
  - 2.6.2 state agency **B14 sta. agency**
  - 2.6.3 local agency **B15 loc. agency**
  - 2.6.4 regional agency **B16 reg. agency**
  - 2.6.5 accrediting agency **B17 accr. agency**
  - 2.6.6 professional association **B18 prof. assn.**
  - 2.6.7 foundation **B19 foundation**

3.00 *Organizational Population* (within the project)

- 3.1.0 *students*
  - 3.1.1 undergraduate **B20 undergrad.**
  - 3.1.2 graduate **B21 graduate**
  - 3.1.3 professional **B22 professional**
  - 3.1.4 male **B23 male**
  - 3.1.5 female **B24 female**
  - 3.1.6 foreign **B25 foreign**
  - 3.1.7 minority **B26 minority**
  - 3.1.8 underprivileged **B27 underprivileged**
  - 3.1.9 other **B28 other**
- 3.2.0 *faculty*
  - 3.2.1 chairmen (dept.) **B29 chairmen**
  - 3.2.2 librarians **B30 librarians**
  - 3.2.3 academic senate **B31 acad senate**
  - 3.2.4 committee **B32 committee**
  - 3.2.5 teaching, research assistants **B33 tchg/res asst.**
  - 3.2.6 ladder faculty **B34 ladder facul.**
  - 3.2.7 fellows, vis. lecturers **B35 fellows v/l**
  - 3.2.8 other **B36 other**
- 3.3.0 *administrators*
  - 3.3.1 policy admin. (presidents, chancellors) **R0 policy admin.**
  - 3.3.2 academic admin. (acad. deans, admissions, registrars) **R1 acad. admin.**
  - 3.3.3 finance admin. (bursars, comptrollers) **R2 finance admin.**
  - 3.3.4 personnel services admin. (health, food, counsel) **R3 per. svcs. adm.**
  - 3.3.5 facilities admin. (bldgs., grounds, planning) **R4 facil. admin.**
  - 3.3.6 external aff. (p.r., extension) **R5 external aff.**
- 3.4.0 *regents* (trustees) **R6 regents (tr)**
- 3.5.0 *alumni* **R7 alumni**
- 3.6.0 *public or constituency* **R8 pub/constit.**

4.00 *Research Purposes*

- 4.1.0 *the rationale of higher education*
  - 4.1.1 assumptions, values, goals **35 val goals assmp**
  - 4.1.2 philosophies of education **34 phil/educa.**
  - 4.1.3 acad. freedom & tenure **33 acad freedom**
- 4.2.0 *functions of higher education*
  - 4.2.1 general education **32 gen education**
  - 4.2.2 teaching **31 teaching**
  - 4.2.3 research **30 research**
  - 4.2.4 public service **29 pub. service**
  - 4.2.5 creative arts **28 creative arts**
  - 4.2.6 social change **27 social change**
  - 4.2.7 impact on individuals **26 impact/indiv.**
  - 4.2.8 career, voc'l **25 career, voc'l**
  - 4.2.9 other **24 other**
- 4.3.0 *economics of higher education*
  - 4.3.1 tuition, fees **23 tuition, fees**
  - 4.3.2 endowments **22 endowments**
  - 4.3.3 federal aid (incl. tax exemptions) **21 federal aid**
  - 4.3.4 state, local govt. aid **20 sta/loc govt**
  - 4.3.5 foundation, bus./indust. **19 foundation**
  - 4.3.6 benefactors, bequests, etc. **18 benefactors**
  - 4.3.7 auxiliary services & sales **17 aux svc/sales**
  - 4.3.8 consult'v fees, contract research **16 consult. fees**
  - 4.3.9 scholarships, grants, fellowships, work-study **15 scholarships**
- 4.4.0 *organization and governance*
  - 4.4.1 external factors—state, federal, courts, etc. **14 ext/factors**
  - 4.4.2 physical considerations—size and location of campus **13 phys consider.**
  - 4.4.3 students **12 students**
  - 4.4.4 faculty **11 faculty**
  - 4.4.5 administration **10 adminis.**

- 4.4.6 regents **9 regents**
- 4.4.7 alumni **8 alumni**
- 4.4.8 coordination and statewide planning **7 coord/plan**
- 4.4.9 role of technology—nature, impact, cost, etc. **6 technology**

4.5.0 *innovation and experimentation*

- 4.5.1 curriculum—purposes and methods **5 cur(pur/meth.)**
- 4.5.2 curriculum—struct. & organization **4 cur(str/org.)**
- 4.5.3 internal governance **3 internal/gov**
- 4.5.4 facilities **2 facilities**
- 4.5.5 finance **1 finance**
- 4.5.6 student services **0 student serv.**
- 4.5.7 total learning environment **R21 lrgn/environ.**
- 4.5.8 evaluation, measurement **R20 eval., msrm.**
- 4.5.9 other **R19 other**

4.6.0 *operational processes*

- 4.6.1 authority, power, influence **R18 authority**
- 4.6.2 decision making **R17 decision mak.**
- 4.6.3 leadership **R16 leadership**
- 4.6.4 centralization-decentralization **R15 cntrl/decntrl**
- 4.6.5 diversity-specialization **R14 divers/spclz.**
- 4.6.6 conflict, dissent **R13 confl/dissent**
- 4.6.7 career patterns **R12 career patrn.**
- 4.6.8 status **R11 status**
- 4.6.9 motivation, incentive **R10 motiv./incent**

5.00 *Miscellaneous*

5.1.0 *research methodology*

- 5.1.1 exploratory
- 5.1.2 case
- 5.1.3 field
- 5.1.4 descriptive
- 5.1.5 experimental
- 5.1.6 comparative
- 5.1.7 simulation
- 5.1.8 testing hypothesis
- 5.1.9 historical

5.2.0 *research outreach*

- 5.2.1 development program **L6 dev. program**
- 5.2.2 dissemination **L7 dissemination**

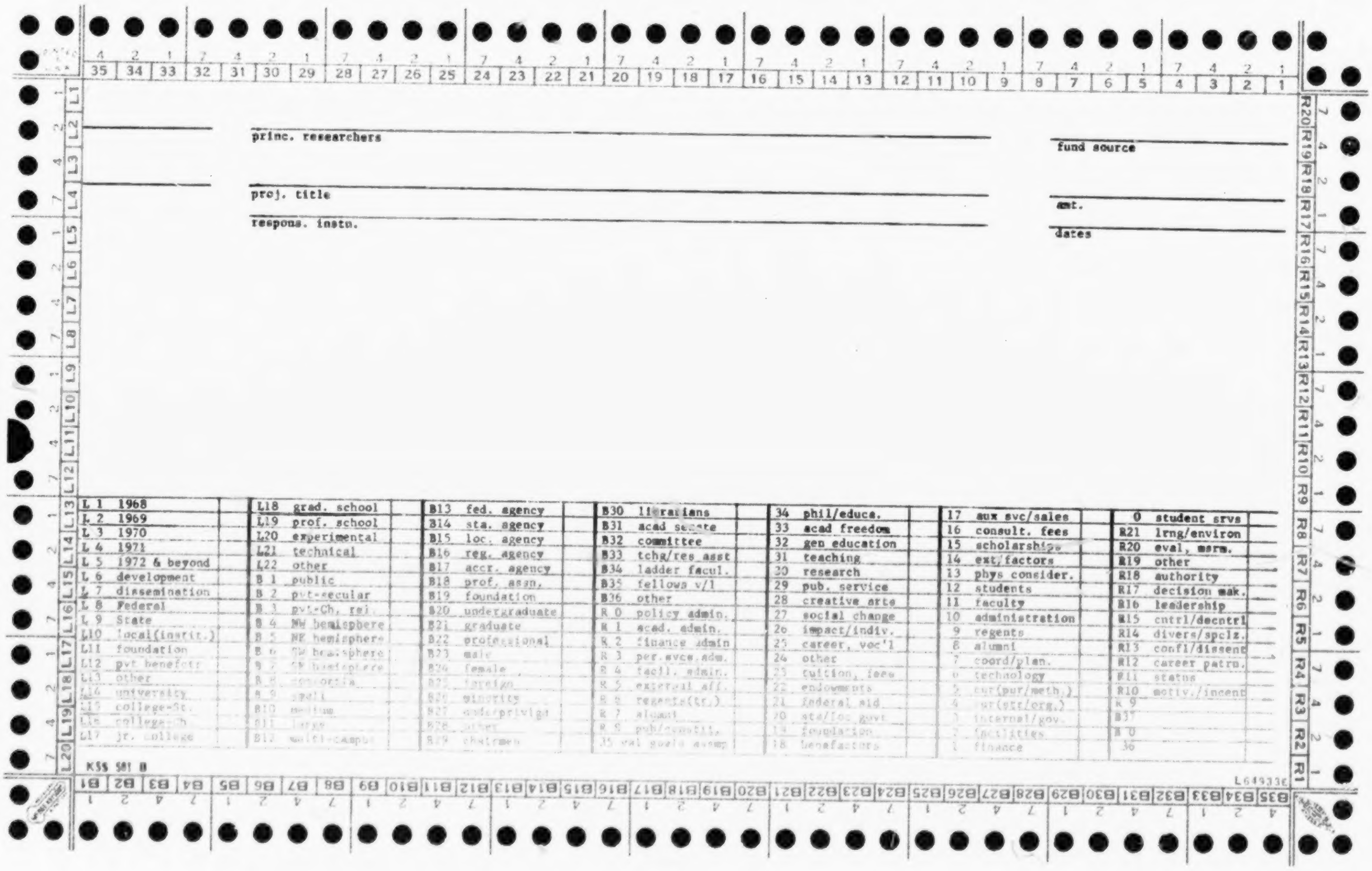
5.3.0 *sources of funding* (for project)

- 5.3.1 federal **L8 federal**
- 5.3.2 state **L9 state**
- 5.3.3 local (institutional) **L10 local/instit.**
- 5.3.4 foundation **L11 foundation**
- 5.3.5 private benefactor **L12 pvt benefactor**
- 5.3.6 other **L13 other**

RETRIEVAL CARD

The abbreviations on the retrieval card are those used to represent the categories and subdivisions of the Inventory taxonomy. Certain of these retrieval card designations have been used as the basis for the topical index of this report.

RETRIEVAL CARD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R20 R19 R18 R17 R16 R15 R14 R13 R12 R11 R10 R9 R8 R7 R6 R5 R4 R3 R2 R1
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princ. researchers

proj. title

respons. instn.

fund source

amt.

dates

L 1 1968
L 2 1969
L 3 1970
L 4 1971
L 5 1972 & beyond
L 6 development
L 7 dissemination
L 8 Federal
L 9 State
L10 local(instit.)
L11 foundation
L12 pvt benefctr
L13 other
L14 university
L15 college-St.
L16 college-Ch.
L17 jr. college

L18 grad. school
L19 prof. school
L20 experimental
L21 technical
L22 other
B 1 public
B 2 pvt-secular
B 3 pvt-Ch. rel.
B 4 NW hemisphere
B 5 NE hemisphere
B 6 SW hemisphere
B 7 SE hemisphere
B 8 consortia
B 9 small
B10 medium
B11 large
B12 multi-campus

B13 fed. agency
B14 sta. agency
B15 loc. agency
B16 reg. agency
B17 accr. agency
B18 prof. assn.
B19 foundation
B20 undergraduate
B21 graduate
B22 professional
B23 male
B24 female
B25 foreign
B26 minority
B27 underprivlgd
B28 other
B29 chairmen

B30 librarians
B31 acad senate
B32 committee
B33 tchg/res asst
B34 ladder facul.
B35 fellows v/l
B36 other
R 0 policy admin.
R 1 acad. admin.
R 2 finance admin
R 3 per.svce.adm.
R 4 facil. admin.
R 5 external aff.
R 6 regents(tr.)
R 7 alumni
R 8 pub/constit.
35 val goals assmp

34 phil/educa.
33 acad freedom
32 gen education
31 teaching
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29 pub. service
28 creative arts
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18 benefactors

17 aux svc/sales
16 consult. fees
15 scholarships
14 ext/factors
13 phys consider.
12 students
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10 administration
9 regents
8 alumni
7 coord/plan.
6 technology
5 cur(pur/meth.)
4 cur(str/org.)
3 internal/gov.
2 facilities
1 finance

0 student srvs
R21 lrng/environ
R20 eval, msrm.
R19 other
R18 authority
R17 decision mak.
R16 leadership
R15 cntrl/decntrl
R14 divers/spclz.
R13 confl/dissent
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Chapter X

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The Center for Research and Development in Higher Education at Berkeley is one of nine educational research and development centers funded primarily by the Office of Education. Each center has a special research focus, and the Berkeley Center conducts research in higher education.

In its original application to the Office of Education, the Berkeley staff stated its overall objective as follows:

> The central purpose of the proposed Center is to assist individuals and organizations that are responsible for American higher education to improve the quality, efficiency, and availability of education beyond the high school. By using the theories and methodologies of the behavioral sciences, the Center intends to discover and to disseminate new perspectives on educational issues and new solutions to educational problems. The Center will endeavor to add to the descriptive and analytical literature on colleges and universities. It will contribute to the systematic knowledge of several of the behavioral sciences, notably psychology, sociology, economics, and political science.

The Berkeley Research and Development Center was established in September 1965. It incorporated the Center for the Study of Higher Education, established nine years earlier under T. R. McConnell.

The Center has clustered its research probes around two major areas—the impact of college on student development, and organization and planning in higher education. These research efforts are organized and administered in two programs. Program I deals with studies of college students and student development, while Program II projects pertain to the viability of institutional structures and functions for the future of higher education. A third program coordinates the involvement of researchers in dissemination and development activities.

Carnegie Commission on the Future of Higher Education

"... the pressures on the United States for at least the balance of this century are going to be so great, and our colleges and universities so absolutely central to society's well-being, in ways that dwarf anything we have yet seen, that we can no longer afford the luxury of an unplanned, wasteful, chaotic approach to higher education." Alan Pifer, President of the Carnegie Corporation of New York.

Motivated by such a conviction, the Carnegie Foundation for the Advancement of Teaching, early in 1967, established a special commission to study the future of American higher education. Fifteen distinguished Americans were invited to serve on that Commission, Clark Kerr was named chairman, and the group was designated the Carnegie Commission on the Future of Higher Education.

Now, and for the next four years, the Commission will be examining many aspects of American higher education and studying the elements in this complex society which affect higher education and which are affected by it. The Carnegie Commission seeks to obtain new perspectives on basic issues, to gather useful new data, and to generate ideas in the hope that institutions of higher learning and the nation as a whole can plan more effectively for the future.

The Carnegie Commission
on the Future of Higher Education
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